INTENSE EXPERIENCES OF BLACK AND WHITE FEMALE PRISONERS

By

STELLA MAE SMITH

A DISSERTATION PRESENTED TO THE GRADUATE COUNCIL OF THE UNIVERSITY OF FLORIDA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

UNIVERSITY OF FLORIDA
1973

TO GEORGE who helps me to be.

ACKNOWLEDGMENTS

To Ted Landsman, whose work and humanness serves as an inspiration, the author offers her deepest appreciation for hours of patience, for sharing her frustrations and for having known a friend. The writer expresses her appreciation to Dr. David Lane for suggestions and hours of assistance in designing the study, to Dr. Travis A. Carter for his ability to clarify and expand the writer's thoughts, to Dr. Hal G. Lewis for confidence and fascinating ideas, and to Dr. Ben Barger for significantly contributing to the design and to the writer's development. To Dr. C. W. Bridges the writer expresses her appreciation for his assistance with the statistics used in the study and for always being available for consultation.

To the Florida Division of Correction, the Florida Correctional Institution and its staff; to Mrs. Maria Duncan, Mrs. Marta Konik, Mrs. Pam Coffey, Mr. Ken Smith, Mr. Jose Zamlut, Mrs. Libby Saylor, who served as judges, the author is grateful for their consideration and contributions to the study.

To the inmates of Florida Correctional Institution who so unselfishly contributed parts of their privacy and who have so often inspired her faith in mankind, the author

offers sincere appreciation and the assurance that they are not forgotten.

To Mr. Joe Nutt, Dr. C. W. Duncan and Miss Cheryl Pingel who contributed in numerous ways, to Mrs. Charlotte Pomeroy for the little things that helped so much, and to Mrs. Joyce Lawler for patience and cooperation beyond expectation in typing, the writer is most grateful for their friendship.

The author is deeply indebted for the years of understanding and confidence of her parents; and to George Klersey, her husband, for his patience, constant support in times of discouragement, sharing of success, and many contributions to the study.

TABLE OF CONTENTS

		Page
ACKNOWLEDGMENTS		iii
LIST OF TABLES		vi
ABSTRACT		viii
CHAPTER		
I	INTRODUCTION AND REVIEW OF LITERATURE	1
	Introduction	1
	Research on Human Experiences Using Similar Techniques	4
	Black and White Female Prisoners	11
	Hypotheses	17
	Summary	20
II	METHODS AND PROCEDURES	23
	Statement of the Problem	23
	Subjects	24
	Instrument	32
	Classification Systems	33
	Procedures	36
	Limitations of the Study	43
III	RESULTS	47
	Analysis of Data	47
	Tests of Hypotheses	54
	Seven-Way and Eleven-Way Classification Systems	60
IV	DISCUSSION	62
	Discussion of Results	63
	Discussion of Experiences	75
V	SUMMARY, IMPLICATIONS, FUTURE RESEARCH	95
	Summary	95
	Implications	100
	Future Research	108
APPENDICES		111
BIBLIOGRAPHY		151
BIOGRAPHICAL SKETCH		156

LIST OF TABLES

Table		Page
1	Agreement of Judges Using Hollingshead and Redlich's Occupational Scale and Neel's Test for Interjudge Reliability	30
2	Test of Reliability for Three Judges Rating Twelve Subjects on Eleven Categories of Negative Experiences Using Scott's Reliability of Content Analysis	39
3	Test of Reliability for Three Judges Rating Ten Subjects on Seven Positive Experience Categories Using Scott's Reliability of Content Analysis	41
4	Reported Experiences of Black and White Subjects as Classified by Judges.	42
5	Test of Reliability for Four Judges Rating Nine Subjects on Four Categories (Self, Known Other, Unknown Other, Environment) Using Scott's Reliability of Content Analysis	44
6	Black and White Subjects Reporting a Maximum Number (2 or 3 out of 3) of Experiences in a Certain Category.	50
7	Black and White Subjects Reporting Any Number (1, 2, or 3 out of 3) of Experiences in Negative and Positive Categories	51
8	Focus of Crimes of Black and White Subjects	52
9	Maximum Number of Experiences Reported and Crimes Committed	52
10	Black and White Subjects Reporting a Maximum Number of Negative and Positive Intense Experiences.	54
11	Black and White Subjects Reporting a Maximum Number of Negative and Positive Intense Experiences Focusing on Self.	55

Table		Page
12	Black and White Subjects Reporting a Maximum Number of Negative and Positive Intense Experiences Focusing on Others	56
13	Black and White Subjects Reporting Any (1, 2, or 3 out of 3) Intense Experiences with Failure	57
14	Maximum Number of Experiences Reported Focusing on Self and Crimes Focusing on Self	58
15	Maximum Number of Negative Intense Experiences with Other and Crimes Focusing on Other	59
16	Rank Ordering of Frequencies of Black and White Subjects Reporting Experiences in Negative and Positive Categories.	61
17	Percent Negative and Positive Experiences Reported by Fuerst, Lynch, and Duncan and in Present Study . . .	65
18	Focus of Positive, Turning-point, Negative, Manhood and Intense Experiences.	68
19	Percent of Experiences in Sample and Reported by Duncan Using the Eleven-Way Classification for Negative Experiences	72
20	Percent of Experiences in Sample and Reported by Landsman and Duncan Using the Seven-Way Classification for Positive Experiences.	76

Abstract of Dissertation Presented to the Graduate Council of the University of Florida in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

INTENSE EXPERIENCES OF BLACK AND WHITE FEMALE PRISONERS

By

Stella Mae Smith

June, 1973

Chairman: Dr. Ted Landsman
Major Department: Counselor Education

The study of human experience has been increasingly emphasized in the twentieth century in education, in philosophy and in the humanistic movement in psychology. Counselors and psychologists have studied experiences reported by subjects and classified them. Basic to this research seems to be the assumption that a relationship exists between perception of experiences reported and behavior.

The purposes of this study were (1) to extend the growing body of knowledge regarding human experiences by studying reported experiences of a population not yet investigated by researchers studying human experiences and (2) to determine the relationships between focus of intense experiences reported and focus of criminal behavior. Hypotheses focused

around two types of predictions. One, black prisoners were expected to report more negative experiences of various kinds than white prisoners. Two, persons having a majority of experiences classified as negative experiences with a particular focus were expected to have committed crimes which had the same focus.

Female inmates at the Florida Correctional Institution, Lowell, Florida, who were 30 years old or younger and who had been institutionalized for two years or less were used as subjects. Black and white subjects were matched on occupational level and educational level by agreement of two out of three judges. Interjudge agreement for the occupational scale was 97.9 percent and for the educational scale was 100 percent. After matching, 31 black subjects and 31 white subjects were included in the analyses of experiences. Since no judgment of criminal behavior could be made from their records, three subjects and their three matching counterparts were eliminated from analyses of data regarding classification of crimes. Thus, 29 black subjects and 29 white subjects were included in analyses involving comparisons of focus of experience and focus of crime.

Subjects were administered the Intense Experience Questionnaire asking them to describe three of their experiences which had had great personal impact. Three judges classified experiences into the following categories: negative-positive (100 percent interjudge agreement); self,

other or environment (100 percent interjudge agreement); seven-way classification for positive experiences (interjudge agreement of 82 percent); and the eleven-way classification for negative experiences (interjudge agreement of 84 percent).

Another group of four judges was used to classify crimes of inmates according to the focus of crimes as being self, unknown other, known other or environment. Judges obtained information from the institutional records and classified the inmate into one of the above categories in terms of all the convictions (prior and present) in the inmate's record. Interjudge agreement was 86 percent.

The following are results of the study stated in general terms:

(1) No significant difference was found in the proportion of negative and positive intense experiences reported between black subjects and white subjects.

(2) Since so few negative experiences focusing on self or environment were reported, data were insufficient to evaluate hypotheses dealing with these categories.

(3) No significant difference was found between black subjects and white subjects in the number of failure experiences reported.

(4) A relationship was found between reporting a maximum number (two or three out of three) of negative experiences focusing on other persons and having committed crimes focusing on other people.

(5) The reported experiences seemed to display more hope and personal strength than was expected with such a high loading of negative experiences.

CHAPTER I

INTRODUCTION AND REVIEW OF THE LITERATURE

Introduction

This study investigated experiences reported by black and white female prisoners and compared focus of experiences reported to focus of criminal acts committed.

Theoretical Background

The study was founded upon three basic theoretical premises.

(1) Studying events experienced by humans is as relevant to psychologists as studying behavior or performance (Sartre, 1962; Bugental, 1967; Bugental, 1965).

(2) "Meaning of an experience must be obtained from the experiencing person" (Blouch, 1969, p. 5). That is, the meaning of an experience for a person is, at least, partially conditional upon the person's perceptions of it, and he is an acceptable source of those perceptions (Combs & Snygg, 1959; Allport, 1942; Rogers, 1961; Gendlin, 1962).

(3) Perceptions of experiences affect the person involved (Combs & Snygg, 1959).

In the twentieth century, the study of human experiences has been one of the focal points of education (Dewey, 1916), philosophy (Sartre, 1962), humanistic psychology (Bugental, 1967), and psychotherapy (Gendlin, 1962). Humanistic psychologists have attempted to study and to classify human experiences (Maslow, 1962; Jones et al., 1964; Margoohes & Litt, 1966; Thorne, 1963; Landsman, 1961). Landsman (1966) has proposed the possibility of developing a theory of human experiences but has warned that significant gaps in present knowledge must be worked out before such a theory would be complete.

Statement of the Problem

For a theory of human experience such as Landsman has suggested to be generally applicable, it should be based on evidence derived from a wide range of human subjects: racially diverse, minority representative, males and females, different age groups and various social classes. However, present research on experiences of various subject populations is limited. This study sought to bridge some of the yet existing gaps in present knowledge on human experiences by focusing on one type of human experience which has been previously studied (the intense experience) and dealing with a sample of persons not previously studied in relation to this experience (black and white female prisoners).

Secondly, in the studies involving human experiences, the emphasis has been upon the reported experience and its

meaning to the person. Although these studies would seem to suggest a relationship between perception of experiences and behavior, the author has found no study which investigated such a relationship. In research focusing upon the subject population, female prisoners, many attempts to categorize and study the behavior of criminals or prisoners were located. However, no studies were found in which the individual's perceptions of life experiences were related to subsequent criminal behavior. This study explored the relationship between reported experiences and criminal behavior.

Thus, the purposes of this study were (1) to extend information regarding human experience by studying reported experiences of a population not yet investigated by researchers studying human experiences and (2) to determine the relationships between focus of intense experiences reported and focus of criminal behavior.

Characteristics of the Study

In fulfilling these purposes, black females and white females were matched on the socio-economic variables of education and occupation. Female prisoners were asked to report three intense experiences, and these were classified by judges. The proportion of negative experiences reported by white females was compared with the proportion of negative experiences reported by black females. Criminal history was classified into one of four categories by judges. Classifications

of reported experiences and classifications of criminal histories were compared.

Hypotheses focused around two types of predictions. One, black prisoners were expected to report significantly more negative experiences of various kinds than white prisoners. Secondly, persons having a majority of experiences classified as negative experiences with a particular focus were expected to have criminal histories classified as having the same focus.

Research on Human Experiences Using Similar Techniques

Perhaps the first emphasis on investigating experiences and their meaning to the individual was Maslow's (1962) study of peak experiences. He obtained reports in personal interviews and written responses on the most wonderful experience(s) of people's lives. Maslow derived from these reports 19 characteristics of what he termed peak experiences. In similar fashion Jones et al. (1964) asked college students to report their nadir ["lowest point in life" (p. 347)] experiences. Unlike Maslow, Jones et al. used a modification of a pre-existing classification system developed by Thorne to categorize reported experiences. Since Maslow's study, a number of investigators have adopted his technique of asking subjects to report experiences. Several of them have also adopted the approach of Jones et al. of classifying the reported experiences into previously developed classification systems (Hayes, 1970; Leach, 1962; Privette, 1964;

Fuerst, 1965; McKenzie, 1967; Fisher, 1968; Merrill, 1968; Blouch, 1969; Duncan, 1970). Aspects of those studies which are relevant to this investigation are discussed in the following pages.

Self-Report

The studies reviewed used self-report techniques, mainly questionnaires (Maslow, 1962; Jones et al., 1964; Margoohes & Litt, 1966; Landsman, 1968; Hayes, 1970; Leach, 1962; Privette, 1964; Fuerst, 1965; McKenzie, 1967; Fisher, 1968; Merrill, 1968; Blouch, 1969; Duncan, 1970). Each author seemed to think that the self-report approach was most suitable for study of experiences and that the technique was successful in his study.

Classification of Experiences

The approach of Maslow (1962) and of Landsman (1961) was to obtain reports of experiences and from the experiences themselves to derive a classification system. Persons continuing research on human experiences have tended to use previously derived classifications and categorize obtained experiences by these classifications. In some cases modifications of the previous categories were made to fit the current data or to make them more consistent with the objectives of that study. However, in most cases, previously developed classification systems were not modified.

Two commonly used methods of categorizing reported experiences involved a three-way classification system and

a seven-way classification system (Landsman, 1961). The three-way classification emphasized the focus of the experience. It has been used with positive experiences (Landsman, 1968); with positive and negative turning-point experiences (Fuerst, 1965); with negative-positive and negative-negative experiences (McKenzie, 1967); with positive-negative, bittersweet, and sweet-bitter intense experiences (Lynch, 1968).

The seven-way classification was developed for use in subtyping positive experiences (Landsman, 1961). In 1968, Landsman reported successful use of this classification system with a total of 1833 reported experiences and 681 respondents.

Judges were frequently used to classify experiences into categories. Users of the three-way classification for focus of experiences and the seven-way classification for subtype of positive experience have found interjudge agreement always above 66.7 percent and as high as 90 and 100 percent (Fuerst, 1965; Hayes, 1970; McKenzie, 1967; Lynch, 1968; Fisher, 1968; Duncan, 1970). Three judges appeared to be a common number chosen by experimenters.

In studying negative experiences McKenzie (1967) developed a seven-way classification system for subtypes of negative experiences. The categories in this system were derived from and considered to be the negative opposites of Landsman's (1961) seven categories for positive experiences. McKenzie established interjudge agreement on the seven-way classification for negative experiences on himself and two other judges.

He then classified experiences in the study himself. Since the experimenter classified the experiences alone, there may have been some experimenter bias. The titles of the seven-way classification system were confusing, and no definitions of these categories were offered in his dissertation other than stating that they were the negative opposites of Landsman's positive classification categories.

In using his seven-way classification, McKenzie found that there were some negative experiences reported which did not fit into his categories, and he suggested a more complex classification system consisting of 23 categories. He performed on studies of reliabilities using his second 23-category classification system.

A modification of McKenzie's seven-way classification for negative experiences was made by Duncan (1970) who developed an eleven-way classification. Reliability using this new system was established at .84.

Number of Experiences

Investigators of human experiences have asked subjects to report only one experience, or one experience in each of two categories (Fuerst, 1965; Hayes, 1970; McKenzie, 1967; Privette, 1964; Lynch, 1968; Leach, 1962); to report three experiences (Landsman, 1968); or to report any number of experiences (Duncan, 1970). The number of experiences requested was largely the preference of the experimenter based upon the type of information he sought and the characteristics of his study.

Age

Age has been a variable of concern in studying experiences, but, at this time, data regarding age groups are limited. One approach has been to group subjects by various age intervals (Fuerst, 1965; Landsman, 1968). In studying positive experiences, subjects were divided into groups of elementary school, high school, junior college, graduate student and adult (Landsman, 1968). All groups except elementary school were found to be similar in kind of positive experiences. When groups were divided into age intervals of ten years, turning-point experiences were reported in all intervals except one to nine (Fuerst, 1965). Thus, in both studies similarity was found among all age ranges except the younger, childhood group.

Another approach has been to limit the study to certain age ranges as a means of control. Age ranges have been large, e.g., 18-61 years (Leach, 1962) or small, e.g., 18-25 years (Merrill, 1968).

Lack of control for age has been reported as a possible confounding variable in studying male prisoners and female delinquent girls (Fuerst, 1965). In the studies of Leach, Merrill, and Fuerst further investigation would be necessary to determine if age may have been an influencing variable and, if so, what effects it may have had.

Sex

In considering the possibility of sex as a variable in the study of experiences, two approaches have been used.

One has been to deal exclusively with one sex as in the case of Hayes (1970) who studied manhood experiences. The other approach has been to group males and females and compare groups. With this approach, females were found to report the availability of a helping person during a negative experience more often than were males (McKenzie, 1967). However, Merrill (1968) used this approach in studying confirmation experiences and self-concept and found no sex differences.

Lack of control for sex was thought to be a possible interfering factor in comparing turning point experiences of male prisoners and of delinquent girls (Fuerst, 1965).

Thus, sex has been thought to be a variable influencing the results of studies focusing on various types of experiences, but further investigation is needed to delineate precisely what the influences may be.

Race

Racial differences between adult subjects were of consideration in only one of the studies reviewed. In that study no significant differences in positive manhood experiences were found between black males and white males (Hayes, 1970). However, in negative experiences the white males significantly more often reported an intense experience with another person in which they felt unloved and uncared for than the black males. The black males most often reported an experience of being treated as an object or a thing with complete disregard for their feelings.

In investigating turning point experiences, there was a high racial loading and race may have been one influencing variable, particularly with the male prisoner and delinquent girl groups (Fuerst, 1965).

Thus, race may be a variable of consideration in studying experiences but the data reported do not lead to specific hypotheses regarding black and white adult females.

Maladaptive Populations

Most of the studies of human experiences have not dealt with maladaptive populations. Such subject populations as junior college or university students (Lynch, 1968; Hayes, 1970; Leach, 1962; Privette, 1964; McKenzie, 1967; Fisher, 1968; Merrill, 1968; Duncan, 1970; Puttick, 1964), school-age children and teen-agers (Fuerst, 1965; Blouch, 1969; Baggett, 1967) and normal persons of various ages (Landsman, 1968; Fuerst, 1965) have been most common. Two studies of human experiences dealing with maladaptive populations were found. In comparing a normal group of university students and a group of institutionalized psychotics, Margoohes & Litt (1966) found responses for normals to be more stereotyped and flatter than for psychotics. Psychotics reported more nadir experiences while normals reported more peak experiences. In studying counseling center clients, male prisoners, and delinquent girls, Fuerst (1965) concluded that turning-point experiences of male prisoners and delinquent girls were not necessarily negative experiences. Results of Fuerst's

investigation may not be generalizable to the present study for several reasons. Firstly, he did not study adult female prisoners. Secondly, his sampling of male prisoners and delinquent girls was small. Finally, turning point experiences may differ in nature from intense experiences. Thus, these data do not lead to clear hypotheses regarding intense experiences of maladaptive populations.

Socio-Economic Variables

None of the studies reviewed attempted to study effects of socio-economic variables upon experiences reported.

Relationship of Behavior to Reported Experiences

The author has found no study which related the reported experience or person's perception of it to the person's behavior. Combs & Snygg (1959) emphasized the importance of perception and its influence upon the individual. The resulting implication seems to be that, in affecting the individual, the perception would also tend to affect the individual's behavior; i.e., an experience and its associated perceptions would influence the ensuing behavior of the individual. Yet, although Combs & Snygg's writings and the research on human experiences cited above would seem to suggest a relationship between perception and behavior, they have not investigated such a relationship.

Black and White Female Prisoners

Since review of research on human experiences did not establish predictive information regarding the relationship

of certain variables and reported experiences, research on the subject population was explored to gain more information. Variables of concern were femaleness, race, age, and socio-economic status.

Femaleness

Two main characteristics of female crime seemed to be prevalent (Pollack, 1950). These included (1) a great tendency toward deceitfulness on the part of offenders and (2) preference for certain groups of victims such as children, members of the family, or other persons with whom they had strong emotional ties. Female crime was a different phenomenon from male crime in (1) arrest and judicial treatment of the offender (Pollack, 1950); (2) character of the crime (Pollack, 1950; Mannheim, 1965; Cohen, 1958); (3) demographic factors (Pollack, 1950; Mannheim, 1965); and (4) biological, social and psychological aspects (Pollack, 1950; Mannheim, 1965; Cohen, 1958). Specifically related to the present study were two findings (Pollack, 1950). Females more often committed crimes involving known persons and were less often involved in crimes of violence than were men. Crimes of receiving stolen goods from known persons and of shoplifting occurred more frequently with female than male offenders. In dealing with prison populations, distinction by sex and consideration of variables by sex appear warranted.

Black and White Differences Among Prisoners

Blacks may have had more negative experiences in law enforcement and judicial realms than whites. Data indicated a higher arrest rate of black females than white females consistently occurring from 1910 to 1964 (Bonger, 1943; Pollack, 1950; Sutherland, 1947; United States Federal Bureau of Investigation, 1960; Forslund, 1970). Data also indicated a higher rate of conviction for blacks than for whites (Forslund, 1970; Green, 1964). Research regarding sentencing indicated that sentences may have differed between blacks and whites but that this resulted more from types of crimes committed than from discrimination against blacks (Forslund, 1970; Green, 1964). The percentage of convictions actually institutionalized showed that in some cases a higher percentage of white females than black females was imprisoned (Forslund, 1970). In some instances, however, discrimination against the lower class may have been present and, if so, this would have affected more blacks than whites (United States Federal Bureau of Investigation, 1960).

Some differences in the nature of black female crime and white female crime were reviewed. According to Pollack (1950), in the female occupation of domestic employment the woman was placed in a tempting position with frequent opportunities to commit crimes. This particular pressure to commit crime was more prevalent among black women than among white women.

Crimes involving other persons may have differed in number and in character for black and white offenders. Data collected in 1935 and 1942 indicated that 80 percent of black women arrested were charged with sex offenses and that this rate was almost 10 times that for white women (Sutherland, 1947).

Both black and white offenders showed a preference for white victims (Green, 1964). Out of a total of 413 cases not a single case of a white offender and a black victim occurred. For robbery and burglary, crimes with a black offender and white victim were most prevalent. Crimes between a black offender and a black victim were next. Crimes between a white offender and a white victim were least prevalent. Crimes of blacks that involved black victims were relatively high in impulsiveness and low in repetitiveness and malicious intent. Black-white cases for assaultive offenses, including robbery, were of a more aggravated nature. According to Green, they indicated a deeper internalization of the value of violence than did white-white cases.

Thus, crimes focusing on self (prostitution) and crimes involving negative behavior toward others were more prevalent for black females than for white females.

Socio-Economic Conditions and Crime

Statistics on occupational level and crime indicated that the most common occupational level for persons committing felonies was unskilled laborer (Von Hentig, 1948). Less than

six percent were business-professional persons. In Von Hentig's study all blacks committing felonies were in unskilled occupations. Business and professional people were more often eliminated from final disposition of the case than were skilled and unskilled persons.

When controlling for living conditions, educational status, and health status, differences were found in black and white crime (Moses, 1947). The extent of crime was higher for black communities. A higher percentage of black than white crimes were crimes against persons. One variable thought to have possibly influenced results was that although occupational level was low for all areas, the occupational level for blacks was lower than for whites.

Age Related to Crime

Crime has been found to occur at an earlier age (mid-twenties) for unskilled persons and at a later age (mid-thirties) for business-professional persons (Von Hentig, 1948). Crimes of violence were more frequent in adolescent or young adult groups (Mannheim, 1965). Fraud, receiving stolen goods and sex offenses occurred more in middle age groups. Some criminal careers were begun after age 40 and many of these became habituals with twenty or more convictions. Hence, in studying criminal groups, age may be an influencing factor, and some control may be warranted.

Relationship of Experiences to Criminal Behavior

Literature focusing on criminal behavior was reviewed to determine if possible relationships had been drawn between criminal behavior and previous experiences. Two approaches to classification of criminal behavior were found. The first developed several general classifications into which all criminal acts were grouped (Taft, 1956; Sutherland, 1947; Pollack, 1950; Gibbons & Gariety, 1959; Slovenko, 1966). A second approach focused on a particular type of criminal behavior and investigated variables related to it (Dressler, 1964; Lemert, 1964; Cressey, 1953; Blouch & Geis, 1962; Sutherland, 1964). Classification by the first method usually resulted in the use of official titles of the offense as the basis for placing the behavior in a certain category. Thus, psychological and social factors, and the perceptions of the individual were not considered. Offenders whose criminal behaviors were phenomenologically different were often placed in the same behavioral classifications. Thus, the titles of the offenses may have been the same but the meaning to the person may have differed.

Typologies involving a thorough study of one particular type of criminal behavior and variables related to it appeared most successful in interpreting the experience of the offender because of the emphasis upon the individual. However, the necessity of collecting a large body of information about the individual made these approaches impractical for general use.

Theories of causality, like classifications of criminal behavior, were explored to determine if a link had been made between criminal behavior and experiences. Many theories of causality of crime have been developed but, at present, none seem to be conclusively supported (Dhanagare, 1963; Sutherland, 1947; Cormier, 1961; Glueck, 1964; Giannell, 1966; Florita, 1953; Tappan, 1953). The psychological and sociological schools have emphasized individual characteristics (Dhanagare, 1963; Sutherland, 1947; Cormier, 1961; Glueck, 1964; Giannell, 1966). Florita (1953) emphasized the interpretation or perception of the offender toward the situation, but did not study experiences.

Thus, experiences were not stressed in literature dealing with classifications or causes of criminal behavior. However, attempts were made to place emphasis upon the individual, his unique situation, and his perceptions and attitudes. An effective and practical method of classifying criminal behavior in light of the experiences of the individual was not found in the review of the literature.

Hypotheses

Review of research on human experiences established bases in methodology for the present study but did not contribute definite predictive information regarding the relationship of certain variables and reported experiences. Thus, literature regarding black and white prisoners was explored to obtain directional information for the hypotheses.

Literature regarding black and white female prisoners had the following implications for predictions:

(1) Blacks may have more negative experiences in home environment conditions and in law enforcement than whites.

(2) Black women offenders have more charges related to negative behaviors focusing on self (crimes of prostitution) than white women offenders. If Combs & Snygg's (1959) suggested relationship between perception and behavior applies, black women offenders would express more negative experiences with self than white women offenders.

(3) Black prisoners had lower occupational status than white prisoners and had higher rates of arrest, conviction, sentencing and institutionalization. Thus, black prisoners may have had more experiences of failure than white prisoners.

(4) Black women offenders may have more negative experiences with persons in law enforcement and judicial realms as a result of the higher rates of arrest, conviction, sentencing and institutionalization. Crimes involving negative behavior toward others were more prevalent for black females than for white females. This may indicate that black females had more negative experiences with others than white offenders.

Since the research on human experiences cited in this chapter seems to suggest a relationship between perception of experiences and behavior, such a relationship was predicted in the hypotheses. The classified reported experiences were predicted to have the same focus as the classified criminal histories.

Thus, the following predictions were made.

(1) A higher frequency of negative intense experiences is reported by female black prisoners than by female white prisoners.

(2) A higher proportion of negative intense experiences with self are reported by female black prisoners than by female white prisoners.

(3) A higher proportion of negative intense experiences with others are reported by female black prisoners than by female white prisoners.

(4) A higher proportion of negative intense experiences having to do with failure are reported by female black prisoners than by female white prisoners.

(5) Female prisoners who report negative intense experiences with self are more often classified as having committed crimes involving self than are female prisoners who do not report negative intense experiences with self.

(6) Female prisoners who report negative intense experiences with others are more often classified as having committed crimes involving others than are female

prisoners who do not report negative intense experiences with others.

(7) Female prisoners who report negative intense experiences with environment are more often classified as having committed crimes involving environment than are female prisoners who do not report negative intense experiences with environment.

Summary

The study of human experiences has been increasingly emphasized during the twentieth century in education, philosophy, humanistic psychology and psychotherapy. Humanistic psychologists have attempted to study and to classify human experiences, and Landsman has proposed the possibility of developing a theory of human experiences. However, he warned that significant gaps in present knowledge must be worked out before such a theory would be complete. Research on human experiences has not related reported experiences to behavior but appears to assume such a relationship. The purposes of this study were twofold: (1) to extend information regarding human experiences by studying reported experiences of a population not yet investigated by researchers studying human experiences and (2) to determine the relationships between focus of intense experiences reported and focus of criminal behavior.

Methodology of previous research on human experiences had several implications for the present study.

(1) Self-report techniques, mainly questionnaires, have been used successfully in studying human experiences.

(2) Acceptable interjudge agreements have been obtained in using classification systems to categorize experiences.

(3) Number of experiences requested has varied with the experimenter and type of information sought.

(4) Several classification systems have been developed and used successfully in classifying experiences.

Such variables as age, sex, race, and member of a maladaptive population have been of concern to researchers of human experiences, but the data reported are incomplete and do not offer definite predictive information for this population. A relationship between reported experiences and behavior has been implied but not studied by investigators of human experiences.

Literature regarding black and white prisoners offered the following considerations for methodology.

(1) Sex and race are variables in criminal behavior and experiences.

(2) Age and socio-economic factors have been found to be related to criminal behavior.

Implications for hypotheses arising from data regarding black and white female prisoners included the following:

(1) Blacks may have more negative experiences in home environment conditions and in law enforcement than whites.

(2) Black women offenders have more charges focusing on others and may have had more negative experiences with persons than white women offenders.

(3) Black female prisoners had lower occupational status and had higher rates of arrest, conviction, sentencing and institutionalization than white female prisoners.

(4) Black women offenders have more charges related to negative behaviors focusing on self (crimes of prostitution) than white women offenders.

Hypotheses focused around two types of predictions. One, black prisoners were expected to report more negative experiences of various kinds than white prisoners. Secondly, persons having a majority of experiences classified as negative experiences with a particular focus were expected to have criminal histories which had been classified as having the same focus.

CHAPTER II

METHODS AND PROCEDURES

Statement of the Problem

The study of individual experiences has grown out of the trend in humanistic psychology to emphasize the individual and his perceptions. Studying experiences and the person's perceptions of experiences has been so fruitful that developing a theory centered around these experiences has been proposed. However, although study of experiences has proven rewarding, it still appears in its infancy. That is, many areas are still left unexplored and undeveloped. Areas still in need of further investigation include

(1) In-depth exploration of different kinds of experiences. Several kinds of experiences have been explored, usually with only one study on each kind. Many other kinds of experiences still have not been investigated. Therefore, many more kinds of experiences need to be studied with several investigations centering on each one.

(2) Further specific investigations of various populations. So far, a wide range of age groups has been included in studies of experiences but most investigations center around normal, middle-class, predominantly

white, samples. Thus, applicability of findings to other populations appears limited.

(3) The implied connection between experiences or perceptions of experiences and behavior. The connection should be further researched rather than assumed.

The present study meets each of these needs by

(1) Investigating further one kind of experience, the intense experience, which has been previously investigated in one study.

(2) Focusing on black and white female prisoners to increase available information on females, race differences, a behaviorally different population.

(3) Examining possible relationships between reported experiences and criminal behavior.

Subjects

General Description

Female black and white inmates at the Florida Correctional Institution, Lowell, Florida, were used as subjects. Inmates at the institution had sentences varying from one year to life and ranged in age from 17 to late 60's. Titles of the offenses for which inmates were sentenced ranged in severity from drunkenness to first-degree murder.

Approximately 375 women were housed in the institution. The subject pool was narrowed by the procedures discussed in the following pages. For evaluation of Hypotheses I-IV,

black and white subjects were matched according to educational level and occupational level. After the matching process, a total of 31 black subjects and 31 white subjects were compared on the experience classifications pertaining to Hypotheses I-IV.

Hypotheses V-VII centered around comparing classifications of crimes to related classifications of experiences. In process of classifying the crimes of the above 62 matched subjects, three subjects were eliminated (see section on "Subjects Eliminated in Classification of Crimes"). In order to maintain a balanced socio-economic level between races, the three subjects' matching counterparts were also eliminated. Thus, six subjects were removed from the sample and a total of 56 subjects were used in evaluating Hypotheses V-VII.

Age and Length of Sentence

Data were collected on subjects from review of institutional records. Female inmates who were 30 years old or younger and had been institutionalized two years or less were chosen. The age range was narrowed to control for effects of wide age ranges discussed in Chapter I.

The responses of an inmate who had been in an institution for a long period of time, such as 10 years, immediately prior to the study would be influenced by variables other than those influencing short-term inmates. Thus, to control for the effects of long-term institutionalization without contact with society, persons who had been in the institution

for more than two years immediately prior to the study were eliminated.

No effort was made to control for length of previous sentences and total length of institutionalization for two reasons:

(1) Length of time actually institutionalized in jail while awaiting trial and delivery to the present institution was unknown.

(2) Although the length of prior sentences was usually in the inmate's record, the length of time actually imprisoned at other institutions for those offenses was frequently unknown.

The total number of female inmates in the institution who were 30 years old or younger and had been institutionalized two years or less immediately prior to the study was 145, according to institutional records. Of the 145 inmates, three were eliminated from administration of the questionnaire: one was seriously ill in the hospital; one was of Spanish origin and spoke very little English; one inmate was in segregation and thus inaccessible during the two weeks of data collection.

Subjects Who Did Not Participate

Each of the 142 inmates was given the choice of participating or not participating in the study. No rewards or punishments were administered in connection with this choice. Out of the 142 inmates who were eligible for administration

of the questionnaire, 24 preferred not to participate and did not complete the questionnaire. The following reasons were given: "too personal" (one inmate), "do not want to participate" (nine inmates), "can't think of any experiences" (four inmates), "not interested--it won't help me" (three inmates), "do not feel like it" (two inmates), "haven't had any experiences" (three inmates), "it upsets me to think about--I don't want to remember" (two inmates). Thus, 118 inmates participated.

Subjects Who Participated but Whose Questionnaires Were Eliminated

Twelve subjects were classified by agreement between judges and author as having incomplete questionnaires and were deleted from the study. An incomplete questionnaire consisted of one or both of the following:

(1) One or two intense experiences, rather than three, were reported.

(2) Some of the experiences reported were too sketchy to classify. An example of this was: "An intense experience was the first time I took LSD." Interpretation of this from the subject's point of view was impossible.

When inmates reported what seemed to be several experiences as one, the main focus of the discussion or what seemed to be the main experience was classified. The main experience was considered to be the experience discussed most or the precipitating experience out of which the other experiences developed.

After the twelve persons with incomplete questionnaires were eliminated from the subject pool, 106 of the previous 118 subjects were included in the matching process.

Matching of Subjects

On the basis of data obtained from the institutional records regarding previous occupations and grade completed, black and white subjects were matched according to educational and occupational levels in an effort to control for socio-economic class. Subjects were classified into occupational categories by Hollingshead and Redlich's (1958) occupational scale (see Appendix A) and into educational categories by Hollingshead and Redlich's educational scale (see Appendix B).

Three judges (including two graduate students in business administration and the author) classified subjects according to the occupational and educational scales. Judges were given the following introduction.

> For the purposes of my study I need to classify subjects according to educational and occupational levels. I have two scales which have been previously used in this manner. I would like for you to determine the educational level of each subject by classifying the grade level completed according to the educational scale.
>
> For occupations, I would like you to rate the individual on the occupational scale according to various jobs she has held. In all cases, you should arrive at your decision on the basis of all the information you have regarding jobs of the person. Some persons will have had only one previous job; some will have had several.

Judges reviewed the educational and occupational levels and rated sample subjects. Then, judges independently rated

eight subjects. Interjudge agreement on these eight subjects using Hollingshead and Redlich's occupational scale was established by use of Neel's (1970) measure of interjudge reliability. In comparing ratings of three judges on eight subjects using the seven-category scale a discrepancy of .0208 between judges was found (Table 1). Thus, judges agreed on 97.02 percent of the responses.

Interjudge agreement on the eight subjects using Hollingshead and Redlich's educational scale was 100 percent. Thus, all judges agreed on all of the eight subjects. (See Appendix D for exact ratings.)

After establishing interjudge reliability on the eight subjects, judges independently classified all of the remaining subjects according to the educational and occupational scale. Subjects were then sorted into occupational and educational levels by agreement of two of the three judges. To prevent possible bias, particularly by the author, judges did not know the race of the subjects they were classifying.

Some occupations were not clearly defined by the occupational scale and were difficult to classify. The judges independently listed these. They then discussed them and agreement of two of the three judges determined how these jobs would be rated on the occupational scale. These occupations and the level at which they were classified are listed below:

(1) None.

(2) None.

Table 1

Agreement of Judges Using Hollingshead and Redlich's Occupational Scale and Neel's Test for Interjudge Reliability

Occupational Categories	Number of Subjects Rated by Judges A	B	C	Total
1				
2				
3				
4	1	1	1	3
5				
6	1	2	2	5
7	6	5	5	16
Total	8	8	8	24

Ratings of Judges	Absolute Values of Combinations	Spread (Sum of Absolute Values)
4-4-4	/4-4/+/4-4/+/4-4/	0
6-6-6	/6-6/+/6-6/+/6-6/	0
7-6-6	/7-6/+/7-6/+/6-6/	2
7-7-7	/7-7/+/7-7/+/7-7/	0
7-7-7	/7-7/+/7-7/+/7-7/	0
7-7-7	/7-7/+/7-7/+/7-7/	0
7-7-7	/7-7/+/7-7/+/7-7/	0
7-7-7	/7-7/+/7-7/+/7-7/	0

Spread(s)	Discrepance (d)	Frequency (f)	Sxf
0	0.0000	7	0
2	0.1667	1	2

$$\bar{X}_{sl} = \frac{\Sigma (Sxf)}{\Sigma f} = .2500$$

$$\bar{X}_{dl} = \frac{\bar{X}_{sl}}{\text{Max (s)}} = \frac{.2500}{12} + .0208$$

Agreement between judges = 1.00 - .0208 or 97.02%

$$Xi = \bar{X}_s - S$$

$$S^2_{dl} = \frac{\Sigma x i}{n_1 - 1} = \frac{.0309}{7} = .0047$$

$$t = \frac{X_{dl} - X_{d2}}{\sqrt{\frac{S^2_{dl}}{n_1} + \frac{S^2_{d2}}{n_2}}}$$

$$t = \frac{.0208 - .5714}{\sqrt{\frac{.0047}{8} + \frac{.0680}{343}}} = -19.46$$

(3) Public school teachers.

(4) Secretaries.

(5) Beauticians.

(6) Telephone operators, radio dispatchers, teacher-aides, nurse's aides.

(7) Counter girl, go-go girl, waitress, PBX operator, cocktail waitress, babysitter.

Two subjects (one black and one white) had never worked and had had no vocational training. Both of these women were classified on the occupational scale at level seven.

Subjects were classified on educational level according to last grade completed before entering the institution. It should be noted here that

(1) Testing for academic achievement revealed that most subjects were functioning below last grade completed.

(2) Inmates in many cases attended school while in the institution.

Subjects were not matched on results of tests of educational functioning because these tests were administered during the first four weeks of institutional life and inmates frequently were under emotional stress at that time. Subjects were not matched according to educational level obtained in the institution because the social class level in which they had functioned bore greater relation to prior grade completed than to present educational competence.

Subjects were matched on a combination of the occupational and educational levels (see Appendix F). For instance, a

white subject with an occupational scale score of 7 and an educational score of 5 was matched with a black subject with an occupational scale score of 7 and an educational scale score of 5. When groups were matched in this manner, 31 black subjects and 31 white subjects were included in the study.

Subjects Eliminated in Classification of Crimes

One white subject and two black subjects were eliminated in classifying crimes because

(1) There were insufficient data on crimes to classify.

(2) Two crimes had been committed, each one of which was classified in a different category and no overall rating could be decided upon.

Three subjects of matching educational and occupational levels were also eliminated. Thus, 28 black subjects and 28 white subjects matched on educational levels and occupational levels were included in classification of crimes.

Instrument

The questionnaire used in the present study was adapted from the Intense Experience Questionnaire devised by Lynch (1968). Lynch's questionnaire was similar in style to those used by Hayes, 1970; Privette, 1964; McKenzie, 1967; Fuerst, 1965; and Blouch, 1969, to obtain information on previous experiences. Part B of Lynch's questionnaire had been used to evaluate opening and closing experiences and was not used in this study.

Modification of Part A was necessary since Lynch asked subjects to report their most intense experience, and subjects in this study were asked to report three intense experiences (see Appendix C).

Page one of the modified questionnaire read:

> All of us have experienced feelings of intense personal pleasure and intense personal suffering. Take a few moments to think of your most intense experiences, the ones which had the greatest personal impact. Please describe three of these experiences.
>
> Describe your feelings as completely as you can. You may include any details, however intimate or personal they may be. You do not have to sign your name or otherwise identify yourself.
>
> Please describe below one of your most intense experiences:

The remainder of the page was blank. Page two read:

> Please describe below another one of your most intense experiences. (This should not be the same experience discussed on page one.)

The rest of page two was blank. Page three read:

> Please describe below another one of your most intense experiences. (This experience should not be the same experience discussed on page one or page two.)

The rest of the page was blank.

Classification Systems

Classification systems were used to classify experiences according to the type of experience, subtype of positive experience, subtype of negative experience and the focus of the experience. A system for classification according to focus of previous crimes was developed from Landsman's (1961)

classification for focus of experience. The criminal history of subjects was classified accordingly.

Type of Experience

Type of experience referred to classification of the experience as negative or positive.

Subtype of Positive Experience

Landsman's seven-way classification system was used to categorize the subtype of positive experience. Subtypes of positive experiences included the following categories: conquest, excitement, beauty, completion, earned success, human relationship and superhuman relationship. (See Appendix H for definitions of categories.)

Subtype of Negative Experience

Negative experiences were subtyped by use of Duncan's (1970) classification of negative experiences including the following categories: failure, sickness-pain, interpersonal, boredom, loneliness-alienation, escape-disgust, violence-hostility, death, mystical (supernatural), fear, mystical (drug). (See Appendix H for definition of categories.)

Focus of Experience

Landsman's three-way classification system for the focus of experience was used. This classification system grouped experiences into three categories: (1) experiences with the external world in general (environment), (2) experiences with another person, or (3) experiences with self.

Classification of Crimes

To classify crimes according to the focus or target of the act, the following classification was developed from the Landsman three-way classification of experiences including experiences with self, experiences with others, experiences with environment:

Crimes involving self - Crimes in which the primary target or focus was self; e.g., prostitution, crimes related to drug use, crimes related to alcoholism.

Crimes involving known others - Crimes in which the primary target was another person with whom the offender had an established relationship. The person was seen to be an individual rather than an object; e.g., murder or assault of friend, spouse or relative; robbery from an enemy or acquaintance.

Crimes involving unknown others - Crimes in which the primary target was a person objectified. This category lost the personalization and individualization of crimes involving known others; e.g., murder or assault involving an unknown victim, theft of credit cards from a stranger.

Crimes involving environment - Crimes in which the focus was upon some object or other part of the non-personal environment; e.g., robbery from a corporation or institution; destruction of public property.

It should be noted here that Landsman's three-way classification was adapted to four categories. Since the offender was not consulted, it was impossible to determine

the extent to which the offender had objectified the victim. Thus, the only distinction was made in classification between experiences with known others and experiences with unknown others.

The definitions of categories served as working definitions for the study. An effort was made to interpret the crime according to the subjective experience of the offender, as indicated in the Inmate's Version of the Offense section of the record, inmate statements of presentence investigation contained in the record. It should be noted, however, that the inmate's interpretation of the crime could only be approximated from this information and thus the classification represented the judge's analysis of inmate perceptions rather than the inmate's direct perceptions.

Procedures

Administration of Questionnaire

The author telephoned the inmate's work supervisor, teacher, or dormitory matron responsible for the inmate at the time and requested to see the inmate. When possible inmates were called in alphabetical order. Groups usually consisted of from two to five inmates. Due to the unavailability of some inmates when called and to some delays in assemblying inmates in the same place at the same time, it was impossible always to have the same number of inmates for administration.

The questionnaire was prefaced by the following introduction:

> Some of you may have seen me before. I once worked at the institution as a counselor. However, I am now going to school at the University of Florida. I am doing some research in connection with my work as a student. This research is not being done by the institution and anything that you write will be kept confidential. I will be the only person who will know who you are.
>
> For many years psychologists and persons with knowledge of human behavior have been telling us that previous experiences make a difference in people's lives. I am interested in finding out more about the different kinds of experiences that people have and that seem important to them. For this reason, I would like you to answer the questionnaire telling about three experiences which you have had that seem to you to have had great personal impact on your own life. Please describe the experiences as fully as possible.
>
> Do you have any questions?

Usually there were some questions from the group. Typical questions are included in Appendix G.

Ten subjects could not write or expressed difficulty in writing down their experiences to the extent that they felt they needed help. In these cases the inmates dictated experiences to the author. Experiences were written down word for word and the inmate was not prodded in any way.

Classification of Experiences

Three judges classified experiences. Two judges were graduate students in counseling and had been raters in Duncan's (1970) study with college students. One judge was a graduate student in business administration and was familiar with the classification systems.

For orientation judges were given the following introduction:

> I am interested in classifying experiences of female prison inmates into various categories. Each inmate was given a questionnaire and asked to report three experiences which had great impact upon her life. Now I would like for you to read these experiences and to classify them into the categories defined on the hand-outs.

Judges were given sheets defining the categories (see Appendix H) and rating sheets (see Appendix I). The classification systems and categories in each were reviewed. Sample experiences were classified.

To establish reliability, the three judges classified 10 experiences as (1) negative or (2) positive. There was 100 percent agreement among judges on these preliminary ratings. (See Appendix J for exact ratings.)

The three judges classified 10 experiences according to Landsman's three focus of experience categories. On the 10 experiences there was 100 percent agreement among judges. (See Appendix J for exact ratings.)

Then, the three judges classified 12 negative experiences according to Duncan's classification system. Interjudge reliability was computed by using Scott's (1955) Reliability of Content Analysis test for interjudge reliability with independent raters using nominal data. Interjudge agreement using the eleven-way classification system for the 12 negative experiences was 84.00 percent (see Table 2).

Finally, the three judges classified 10 positive experiences according to Landsman's seven-way classification system. Interjudge reliability on these 10 experiences was computed by using Scott's Reliability of Content Analysis

Table 2

Test of Reliability for Three Judges Rating Twelve Subjects on Eleven Categories of Negative Experiences Using Scott's Reliability of Content Analysis

Categories	Number of Experiences Classified by Judges A	B	C	Σ	Probability	$(\text{Probability})^2$
Failure	1*	0	0	1	1/36	.00076
Sickness-Pain	0	0	0	0	0	.00000
Interpersonal	3	4*	3	10	10/36	.0076
Boredom	0	0	0	0	0	.00000
Loneliness	1	2*	3*	6	6/36	.02777
Escape-Disgust	0	0	0	0	0	.00000
Violence-Hostility	2	2	2	6	6/36	.02777
Death	3*	2	2	7	7/36	.03789
Mystical	0	0	0	0	0	.00000
Fear	2	2	2	6	6/36	.02799
Mystical Drug	0	0	0	0	0	.00000
Totals	12	12	12	36		.1297

* = Disagreements = 5

$Pe = \Sigma\ (\text{Probabilities})^2$

$Po = \dfrac{\Sigma - \text{Disagreements}}{\Sigma}$

$Po = \dfrac{36 - 5}{36} = .86$

$\pi = \dfrac{Po - Pe}{1 - Pe}$

$\pi = \dfrac{.8611 - .1297}{1 - .1297} = \dfrac{.7314}{.8703} = .84$

π = Index of Inter-Coder Agreement

test for interjudge reliability with independent raters using nominal data. Interjudge agreement on the 10 experiences using the seven-way classification system for positive experiences was 82.00 percent (Table 3).

After interjudge agreement was established as satisfactory on the selected experiences as indicated above, remaining data were divided among judges for independent classification of experiences.

For tally of experiences as classified, see Table 4. Examples of experiences classified in various categories were included in Appendix L.

Classification of Crimes

Four judges classified crimes into categories. Judges were academic teachers at the Florida Correctional Institution and, as employees, had access to inmate records. After having judges read the introductory sheets (Appendices K and E), the following statements were made:

> Part of my study involves classifying subjects into categories according to previous convictions. To do this I would like you to thoroughly review the records of inmates using the sections listed on the sheet. After obtaining information regarding the nature of the person's convictions and her involvement with drugs or alcohol, you may use this information to classify the inmate's criminal behavior according to one of the four categories listed. You should obtain the inmate's view of the offense as much as possible. You should not classify a person simply by title of the offense. Use only knowledge about the inmate that is contained in the records. If you have heard or you know something about the inmate, you may not use this information in classifying if it is not contained in the institutional record.

Table 3

Test of Reliability for Three Judges Rating Ten Subjects on Seven Positive Experience Categories Using Scott's Reliability of Content Analysis

Categories	Number of Subjects Classified by Judges A	B	C	Σ	Probability	$(\text{Probability})^2$
Conquest	1*	0	0	1	1/30	.0011
Excitement	0	0	0	0	0	.0000
Beauty	3	2*	3	8	8/30	.0711
Completion, Closure	0	0	0	0	0	.0000
Earned Success or Praise	1*	2	2	5	5/30	.0278
Human Relationship	2	3*	2	7	7/30	.0544
Suprahuman	3	3	3	9	9/30	.0900
Totals	10	10	10	30		.2444

* = Discrepancies = 4

π = Index of Inter-coder Agreement

$Pe = \Sigma\ (\text{Probability})^2$

$$Po = \frac{\Sigma - \text{Disagreements}}{\Sigma}$$

$$Po = \frac{30 - 4}{30}$$

$$\pi = \frac{Po - Pe}{1 - Pe}$$

$$\pi = \frac{.8666 - .2444}{1 - .2444} = .82$$

Table 4

Reported Experiences of Black and White Subjects
as Classified by Judges

Experience Classification	Black		White		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Negative	74	39.78	73	39.25	147	79.03
Positive	19	10.22	20	10.75	39	20.97
TOTALS	93	50.00	93	50.00	186	100.00
Negative Self	5	2.69	8	4.30	13	6.99
Positive Self	4	2.15	2	1.08	6	3.23
Negative Other	67	36.02	61	32.80	128	68.82
Positive Other	11	5.91	16	8.60	27	14.52
Negative Environment	2	1.08	4	2.15	6	3.23
Positive Environment	4	2.15	2	1.08	6	3.23
TOTALS	93	50.00	93	50.01	186	100.02
Conquest	1	0.54	0	-	1	0.54
Excitement	2	1.08	3	1.61	5	2.69
Beauty	4	2.15	2	1.08	6	3.23
Completion/Closure	0	-	0	-	0	-
Earned Success or Praise	6	3.23	3	1.61	9	4.84
Positive Human Relationship	4	2.15	9	4.84	13	6.99
Positive Suprahuman	2	1.08	3	1.61	5	2.69
TOTALS Positive	19	10.23	20	10.75	39	20.98
Failure	7	3.76	6	3.23	13	6.99
Sickness-Pain	1	0.54	2	1.08	3	1.61
Negative-Interpersonal	19	10.22	30	16.13	49	26.34
Boredom	0	-	0	-	0	-
Loneliness/Alienation	15	8.06	10	5.38	25	13.44
Escape-Disgust	1	0.54	2	1.08	3	1.61
Violence/Hostility	12	6.45	4	2.15	16	8.61
Death	14	8.06	8	4.30	22	11.83
Negative Mystical	0	-	1	0.54	1	0.54
Fear	3	1.61	4	2.15	7	3.76
Negative Mystical Drug	2	1.08	6	3.23	8	4.30
TOTALS Negative	74	39.79	73	39.27	147	79.03

Judges independently classified three subjects eliminated from the sample by matching and discussed their ratings and the classification system. Judges were then given lists of subjects from the sample that they were to classify independently for establishing interjudge agreement. Because studying the records and classifying the crimes initially took from 30 minutes to one hour per subject, judges were allowed to rate the subjects for agreement at their own convenience. All judges were asked not to discuss the subjects used for establishing agreement until everyone had completed and turned in his ratings.

Using Scott's Reliability of Content Analysis test for interjudge reliability, agreement among judges on the classification of crimes was established at 86.00 percent (Table 5). After establishing interjudge agreement on nine inmates, remaining subjects were divided among judges for classification of crimes.

It should be noted that information in the inmate's file was used without any further investigation or verification. No effort was made to determine if the inmate had been convicted unjustly and was actually innocent of the crime.

Limitations of the Study

1. Interjudge agreement was established on a small segment of the data and then data were divided among judges for

Table 5

Test of Reliability for Four Judges Rating Nine Subjects on Four Categories (Self, Known Other, Unknown Other, Environment) Using Scott's Reliability of Content Analysis

Categories	Number of Subjects Classified by Judges A	B	C	D	Σ	Probability	$(\text{Probability})^2$
Self	1	1	1	1	4	4/36	.0123
Known Other	5*	6	6	6	23	23/36	.4081
Unknown Other	1	1	1	1	4	4/36	.0123
Environment	2*	1	1	1	5	5/36	.0193
Totals	9	9	9	9	36		.4520

* = Disagreements = 2

$Pe = \Sigma\ (\text{Probability})^2$

$Po = \dfrac{\Sigma - \text{Disagreements}}{\Sigma}$

$Po = (36 - 2)/36 = .9444$

$\pi = \dfrac{Po - Pe}{1 - Pe}$

$\pi = \dfrac{.9444 - .4520}{1 - .4520} = .89$

classification. Thus, no test of interjudge reliability was performed using all of the data.

2. Judges classified crimes according to the impression of the inmate's viewpoint gathered from the institutional records. This may or may not have been an accurate representation of the perceptions of the subject.
3. A number of investigators have shown examiner influences in testing situations (Cronbach, 1960; Lord, 1950; Murdy, 1962) and in interview situations (Hyman et al., 1954; Benney et al., 1956; Sheatsley, 1951; Cantril, 1944; Robinson & Rhode, 1946; Katz, 1942). In the study all of the questionnaires were administered to both black and white subjects by the same white female. Use of one white female examiner may have biased results.
4. Black and white groups were matched as completely as possible on prior education obtained and previous occupational experience. However, other variables such as intelligence and educational level obtained within the institution may be influencing factors.
5. Of the 142 inmates who met the criteria for participation in the study, 24 or 16.9 percent preferred not to participate and did not complete the questionnaire. These 16.9 percent might have altered results somewhat if they had participated.
6. Five black subjects and five white subjects had been involved in counseling sessions with the administrator of the questionnaire prior to the study. These inmates

or inmates who recognized the administrator may have responded differently than if they had not been acquainted with her.

8. Subjects were asked to report a specified number of experiences and may have had other experiences equally important which would have been classified differently.
9. Self-report techniques were used in gathering data on experiences. Self-report involved the perception of the individual reporting and this perception may not have been consonant with reality.

CHAPTER III

RESULTS

Analysis of Data

This study was concerned with intense experiences reported by black and by white female prisoners and with a possible relationship between negative experiences reported and criminal behavior. Hypotheses focused around two types of predictions. One, black prisoners were expected to report more negative experiences of various kinds than white prisoners. Secondly, persons having a majority of experiences classified as negative experiences with a particular focus were expected to have committed crimes which had the same focus.

Data were collected by the methods discussed in the previous chapter, and analysis of the data relevant to each of the hypotheses was made. Hypotheses I-IV involved comparisons of black and white subjects. Thus, two groups were used. For Hypotheses V-VII the black and white groups were combined and one group was used for analysis of the data.

For Hypotheses I-III and V-VII subjects were included in the evaluation who had reported a maximum number of experiences in a certain category. Maximum number referred

to two or three out of the possible three experiences reported in the same category. Since no subjects reported a maximum number of failure experiences but some did report one failure experience and since statistical procedures could be used in this situation, Hypothesis IV was evaluated by using subjects who reported any experience in the failure category.

Hypotheses I and III were evaluated by Fisher's Exact Probability Test since the expected values of 20 percent of the cells were less than five. Fisher's Exact Probability Test furnished the probability of obtaining the observed distribution or any more extreme distribution (Siegel, 1956). The formula used was:

$$P = \frac{(A+B)!\,(C+D)!\,(A+C)!\,(B+D)!}{N!\,A!\,B!\,C!\,D!}$$

Unlike Hypotheses I and III, Hypothesis IV was concerned with a two-by-one table. Thus, Fisher's Exact Probability Test was inappropriate and the z-statistic was used. z determined if the two proportions in the samples observed differed significantly from each other. The z formula used was:

$$z = \frac{P_1 - P_2}{\sqrt{p_c q_c \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

where

$$p_c = \frac{x_1 + x_2}{n_1 + n_2} \qquad \text{and} \qquad q_c = 1 - p_c$$

Hypothesis VI was evaluated by calculating the percentage of subjects occurring in the predicted category.

Since only two subjects reported a maximum number of negative experiences focusing on self, data for Hypotheses II and V were insufficient to evaluate statistically. No subjects reported a maximum number of negative experiences focusing on environment. Thus, Hypothesis VII could not be evaluated.

The overall data obtained were presented in Tables 4, 6, 7, 8 and 9. Table 4 reporting the number of experiences classified in various categories was included for the information of the reader but was not used in analyses. Since mutually exclusive categories were necessary for Fisher's Exact Probability Test and since subjects each reported three experiences, the number of subjects reporting experiences in a category was used for analyses rather than the number of experiences reported in that category. The number of subjects reporting experiences classified in the various categories are shown in Tables 6 and 7. Table 6 focuses on the number of subjects reporting a maximum number of experiences in the various categories and was used for evaluation of Hypotheses I, II and III.

Since so few subjects reported a maximum number of experiences in categories on the seven- and eleven-way classification systems, Table 7 was developed. Table 7 contains the number of subjects reporting any (1, 2 or 3 out of 3) experiences in the various categories. Data from Table 7 was used to evaluate Hypothesis IV. Since Hypothesis IV was concerned with only one experience classification and

Table 6

Black and White Subjects Reporting a Maximum Number (2 or 3 out of 3) of Experiences in a Certain Category

Experience Category	Black	White
Negative	27	28
Positive	4	3
TOTALS	31	31
Negative Self	1	1
Positive Self	-	-
Negative Other	23	24
Positive Other	1	3
Negative Environment	-	-
Positive Environment	-	-
Not Classifiable*	6	3
TOTALS	31	31
Conquest	-	-
Excitement	-	-
Beauty	1	-
Completion	-	-
Earned Success	1	-
Human Relationship	-	1
Suprahuman	-	-
Failure	-	-
Sickness/Pain	-	-
Negative Interpersonal	7	7
Boredom	-	-
Loneliness/Alienation	4	1
Escape/Disgust	-	-
Violence/Hostility	2	-
Death	3	-
Negative Mystical	-	-
Fear	-	-
Negative Mystical Drug	-	1
Not Classifiable*	13	21
TOTALS	31	31

*Subjects were considered "Not Classifiable" if they did not report two or three experiences in the same category.

Table 7

Black and White Subjects Reporting Any Number (1, 2, or 3 out of 3) of Experiences in Negative and Positive Categories

Experience Category	Black	White
Conquest	1	-
Excitement	1	3
Beauty	4	2
Completion	-	-
Earned Success	5	3
Human Relationship	4	8
Suprahuman	2	3
Failure	7	6
Sickness/Pain	1	1
Negative Interpersonal	12	22
Boredom	-	-
Loneliness/Alienation	10	9
Escape/Disgust	1	2
Violence/Hostility	9	4
Death	11	8
Negative Mystical	-	1
Fear	3	4
Negative Mystical Drug	2	5
Subjects Reporting Two Experiences in Same Category	16	8
Subjects Reporting Three Experiences in Same Category	2	2
Total Experiences	93	93

Table 8

Focus of Crimes of Black and White Subjects

Subjects	Focus of Crimes			
	Self	Other	Environment	Total
Black	3	21	4	28
White	9	15	4	28
Totals	12	26	8	56

Table 9

Maximum Number of Experiences Reported and Crimes Committed

Crimes Committed	Subjects Reporting Maximum Number of Negative Experiences*			
	Self	Other	Environment	Total
Self	2	6	-	8
Other	-	29	-	29
Environment	-	7	-	7
Totals	2	42	0	94

*Twelve subjects did not report a maximum number of negative experienees and are not ineluded in the table.

since a subject reporting that experience could not be placed in both the black and white groups, the data used were mutually exclusive.

The focus of crimes was classified as self, known other, unknown other or environment. Experiences were classified according to Landsman's three-way classification for focus of experience including the categories of self, other and environment. Since experiences were classified on a three-way scale and crimes were classified on a four-way scale, some reduction of the four-way scale was needed for analyses of the data. The unknown-other category was devised to classify crimes which could have been other-oriented or could have been environment-oriented. So, the obtained data was examined to determine whether the unknown-other category should be combined with the known-other or environment category. Fifteen subjects committed crimes which were classified as focusing on unknown other. All of these fifteen subjects reported a maximum number of negative experiences focusing on others. None of the fifteen reported a maximum number of negative experiences focusing on environment. Thus, crimes focusing on unknown other were combined with crimes focusing on known other for analyses of the data. Tables 8 and 9 are presented accordingly.

Table 8 contains the classifications of the focuses of crimes for black and white subjects. Like Table 4, Table 8 was included for the information of the reader and is not used in analyses of hypotheses. Classification of the

maximum number of experiences reported versus crimes committed was presented in Table 9. Table 9 was used in analyses of Hypotheses V, VI and VIII.

Tests of Hypotheses

Hypothesis I: A higher frequency of negative intense experiences is reported by female black prisoners than by female white prisoners.

Fisher's Exact Probability Test was performed on the number of black and of white subjects reporting negative and positive experiences (Table 10). Fisher's Test yielded a probability of .500 of the observed values of any more extreme distribution occuring as a result of change alone (Siegel, 1956). This probability, of course, did not meet the .05 probability desired for rejection of the null hypothesis. Thus, there was no significant difference between the proportion of black subjects reporting negative and positive experiences and the proportion of white subjects reporting negative and positive intense experiences. The hypothesis was not supported.

Table 10

Black and White Subjects Reporting a Maximum Number of Negative and Positive Intense Experiences

Type of Experience	Number of Subjects Reporting Experiences		
	Black	White	Total
Negative	27	28	55
Positive	4	3	7
Totals	31	31	62

Fisher's Exact Probability = .500, p = n.s.

As may be seen from Table 10, when given a choice of reporting positive or negative intense experiences, black and white female prisoners both reported more negative experiences. The percentage of subjects reporting a maximum number of negative experiences was calculated. Of the total number of subjects, 89 percent reported a maximum number of negative intense experiences.

Hypothesis II: A higher proportion of negative intense experiences with self are reported by female black prisoners than by female white prisoners.

Since only two subjects reported a maximum number of intense experiences with self, no test of significance was performed on the data. However, as may be seen from Table 11, both subjects reported negative self experiences but one subject was black and one was white. Thus, the observed distribution did not differ from chance. The data obtained did not support the hypothesis, but further investigation with a larger N is warranted before the hypothesis can be effectively evaluated.

Table 11

Black and White Subjects Reporting a Maximum Number of Negative and Positive Intense Experiences Focusing on Self

Subjects	Number of Subjects Reporting Experiences		
	Negative Self	Positive Self	Total
Black	1	0	1
White	1	0	1
Totals	2	0	2

Hypothesis III: A higher proportion of negative intense experiences with others are reported by female black prisoners than by female white prisoners.

Fisher's Exact Probability Test was performed and yielded a probability of .3511 of the observed distribution or a more extreme distribution occurring as a result of chance alone (Table 12) (Siegel, 1956). This value, of course, did not meet the probability of .05 desired for rejection of the null hypothesis. Thus, Hypothesis III was not supported. Unlike negative intense experiences with self, there does appear to be an adequate number of negative experiences reported with others to evaluate the hypothesis.

Table 12

Black and White Subjects Reporting a Maximum Number of Negative and Positive Intense Experiences Focusing on Others

Subjects	Number of Subjects Reporting Experiences		
	Negative Other	Positive Other	Total
Black	23	1	24
White	24	3	27
Totals	47	4	51

Fisher's Exact Probability = .3511, p = n.s.

As mentioned earlier, with the sample studied there was more frequent reporting of negative than of positive experiences. There also was more frequent reporting of negative intense experiences focusing on others than of negative intense experiences focusing on self or environment. Of the subjects reporting a maximum number of negative intense

experiences, 47 (85 percent) reported negative experiences focusing on others.

Hypothesis IV: A higher proportion of negative intense experiences having to do with failure are reported by female black prisoners than by female white prisoners.

Intense experiences which were classified on the eleven-way classification for negative experiences as failure experiences were used to evaluate the hypothesis. Since no subjects reported a maximum number of failure experiences, subjects reporting any (1, 2 or 3 out of 3) failure experiences were used (Table 13). The z-statistic was performed to determine if the proportions observed differed from those expected in a distribution based only upon chance. The obtained z value of .1582 was not significant at the .05 level (Mendenhall, 1964). Thus, Hypothesis IV was not supported. As in the case of negative intense experiences focusing on self, the number of failure experiences reported was small and a larger sample would more effectively evaluate the hypothesis.

Table 13

Black and White Subjects Reporting Any (1, 2, or 3 out of 3) Intense Experiences with Failure

Subjects	Number of Subjects Reporting Failure Experiences
Black	7
White	6
Total	13

$z = .1582$, p = n.s.

Hypothesis V: Female prisoners who report negative intense experiences with self are more often classified as having committed crimes involving self than are female prisoners who do not report negative intense experiences with self.

Out of 56 total subjects, only two reported a maximum number of negative experiences with self. The two persons in the study reporting a maximum number of negative experiences with self were classified as having committed crimes focusing on self (Table 14). Crimes focusing on self included prostitution, drunkenness and drug abuse. Since the N was small, no statistical analysis was performed on the data. The observed data are supportive of the hypothesis but further study with a larger sample of negative experiences with self is warranted.

Table 14

Maximum Number of Experiences Reported Focusing on Self and Crimes Focusing on Self

Focus of Crimes	Subjects Reporting a Maximum Number of Negative Experiences Focusing on Self
Self	2
Other Classifications	0
Total	2

Hypothesis VI: Female prisoners who report negative intense experiences with others are more often classified as having committed crimes involving others than are female prisoners who do not report negative intense experiences with others.

The frequency and percent of subjects reporting a maximum number of negative experiences focusing on others and committing

crimes focusing on others is shown in Table 15. Of the subjects reporting a maximum number of negative experiences focusing on others, 69 percent committed crimes focusing on others. Thus, the observed data supported the hypothesis.

Table 15

Maximum Number of Negative Intense Experiences with Other and Crimes Focusing on Other

Focus of Crimes	Subjects Reporting a Maximum Number of Negative Experiences Focusing on Other	
	f	%
Others	29	69
Other Classifications	13	31
Total	42	100

Hypothesis VII: Female prisoners who report negative intense experiences with environment are more often classified as having committed crimes involving environment than are female prisoners who do not report negative intense experienees with environment.

As may be seen from Table 9, no subjects reported a maximum number of negative experiences focusing on environment and no subjects committed crimes focusing on environment. Since both of these values are zero, there does appear to be some consistency in the observed data in the direction of the prediction in Hypothesis VII. However, obviously, further studies with data direetly concerned with the categories focusing on environment is necessary to effectively evaluate the hypothesis.

Seven-Way and Eleven-Way Classification Systems

To determine if there was a difference in the configuration of experiences reported between black and white subjects, the seven-way classification for positive experiences and the eleven-way classification for negative experiences were combined into one 18-category system. Analysis of the data in the 18 categories was then performed. Ranks were assigned to categories of experiences from the highest to lowest frequencies for each of the two groups of subjects (Table 16). Kendall's Coefficient of Concordance was then performed on the ranks to determine if the agreement in ordering of the frequencies between the groups was greater than that expected by chance (Siegel, 1956). The formulas used for the Coefficient of Concordance were:

$$W = \frac{S}{(1/12)\ (k^2)\ (N^3-N)}$$

and

$$\chi^2 = k(N-1)W$$

Kendall's Coefficient of Concordance yielded a value of 28.85 which was significant beyond the .05 level for 17 degrees of freedom. Thus, on the 18-category system, there was significant agreement between the rankings of black subjects and of white subjects, and differences were not greater than those expected by chance.

Table 16

Rank Ordering of Frequencies of Black and White Subjects Reporting Experiences in Negative and Positive Categories

Experience Category	Ranks*	
	Black	White
Conquest	13.5	17.0
Excitement	13.5	10.0
Beauty	7.5	12.5
Completion	17.0	17.0
Earned Success	6.0	10.0
Human Relationship	7.5	3.5
Suprahuman	10.5	10.0
Failure	5.0	5.0
Sickness/Pain	13.5	14.5
Negative Interpersonal	1.0	1.0
Boredom	17.0	17.0
Loneliness/Alienation	3.0	2.0
Escape/Disgust	13.5	12.5
Violence/Hostility	4.0	7.5
Death	2.0	3.5
Negative Mystical	17.0	14.5
Fear	9.0	7.5
Negative Mystical Drug	10.5	6.0

$W = .8485$, $\chi^2 = 28.85$, $df = 17$, p = significant

*For actual frequencies see Table 7.

CHAPTER IV

DISCUSSION

The hypotheses had two principal points: (1) the proportion of negative experiences reported by black subjects relative to the proportion reported by white subjects and (2) the relationship between focus of reported negative experiences and focus of crimes committed. Results pertaining to the first point indicated that black female prisoners did not tend to report more negative experiences, more negative experiences with others or more experiences with failure than did white female prisoners. Data were insufficient to compare the proportions of negative experiences focusing on self reported by black subjects and by white subjects. Thus, three of the first group of hypotheses were not supported, and the other hypothesis was not evaluated.

In the second group of hypotheses, a relationship between the reporting of negative experiences focusing on others and the subjects having committed crimes focusing on others was found. Data were insufficient to evaluate the self and environment categories since so few subjects reported negative experiences focusing on self or environment. Thus, one of the second group of hypotheses was supported, and the other two hypotheses were not evaluated.

Results of hypotheses which were evaluated (Hypotheses I, III and IV which were not supported by the data and Hypothesis VI which was supported by the data) are discussed in the following pages. Also included in this chapter was a section discussing various aspects of the reported experiences which were not evaluated by the hypotheses. These aspects were observed in reading the experiences and may serve as an aid to future researchers.

Discussion of Results

Results of Hypotheses I, III, IV and VI are discussed in the following pages. Since subjects reported so few negative experiences focusing on self or environment, data were insufficient to evaluate Hypotheses II, V and VII, and they were not included in this section.

Hypothesis I: A higher frequency of negative intense experiences are reported by female black prisoners than by female white prisoners.

Contrary to the expectation that black prisoners would report more negative intense experiences than white prisoners, the two groups were almost identical on this variable, and the hypothesis was not supported.

Black and white subjects were matched on educational and occupational levels. With these socio-economic variables controlled, proportionate differences in negative and positive experiences did not appear between the different races. Thus, the higher proportion of negative experiences which were previously felt to be present for blacks may actually have

existed for lower socio-economic classes in general. The research, cited in Chapter I, which indicated that black female prisoners may have more negative experiences than white female prisoners may have failed to thoroughly consider the influences of socio-economic variables. Thus, socio-economic factors may be an important factor in future study of prison populations and of human experiences.

Female prisoners in the present study reported a higher proportion of negative experiences than was reported by Fuerst's (1965) subjects (male prisoners, delinquent girls, counseling center clients), by Duncan's (1970) subjects (self actualizing, low functioning and modal) and by Lynch's (1968) total group of subjects (junior college and graduate students) (Table 17). Reasons for these differences in proportions of negative and positive experiences reported may have included (1) the different populations studied (graduate students, junior college students, prisoners) and (2) the number of subjects studied (ranging from 9 to 217). The present study involved 62 subjects. Further study of female prisoners with a larger N may be warranted.

Lynch found that college students having a high level of self-esteem reported about an equal number of positive (51.9 percent) and negative (48.1 percent) experiences. However, subjects with low self-esteem scores reported 88.9 percent negative experiences and 11.1 percent positive experiences. Thus, the female prisoners appeared to score more

Table 17

Percent Negative and Positive Experiences Reported by Fuerst, Lynch and Duncan and in Present Study

Subjects	Percent Experiences		Total N
	Negative	Positive	
Male Prisoners (Fuerst)	65.2	34.8	23
Delinquent Girls (Fuerst)	39.1	60.8	23
Counseling Center Clients (Fuerst)	55.6	44.4	9
Junior College and Graduate Students (Lynch)	64.3	35.7	217
Self Actualizing Subjects (Duncan)	48.6	51.4	283*
Low Functioning Subjects (Duncan)	53.1	46.9	259*
Modal Subjects (Duncan)	43.4	56.6	243*
Black Female Prisoners	87.1	12.9	31
White Female Prisoners	90.3	9.7	31

*Represents number of experiences rather than number of subjects.

like Lynch's low self-esteem group than any of the groups cited in Table 17.

From the data in Table 17, the following observations and speculations arose:

(1) The differences in proportion of negative and positive experiences reported by Fuerst's group of male prisoners and by female prisoners in the present study were previously mentioned. A sex difference may have been involved in length of incarceration (under two years in this study but unreported in Fuerst's study) or characteristics of the penal system also may have been influential.

(2) Considerable difference existed between the proportion of negative and positive experiences reported by Fuerst's delinquent girls (39.1 and 60.8 percent respectively) and the proportion of negative and positive experiences reported by female prisoners in the present study (87.1 and 12.9 percent for black subjects, respectively and 90.3 and 9.7 percent for white subjects, respectively). Age of the subjects (18 to 30 in the present study and 14 to 17 in Fuerst's study) may have been a contributing factor. Perhaps delinquent girls possess and show in their reported experiences the idealism and hope of youth and lose this with adulthood experiences. Of course, the two groups may not be comparable. That is, the present subjects may have

had an entirely different outlook when they were adolescents so that had they been tested as adolescents they would have differed from the delinquent girls tested.

(3) The female prisoners differed from any of Duncan's groups (self actualizing, low functioning and modal) in the proportion of negative and positive experiences reported. This difference may be related to the fact that Duncan's subjects were students and/or to socio-economic class differences. One might speculate that the prisoner--subjects would be even lower functioning than Duncan's low-functioning group. Thus, the continuum may consist of self actualizing, modal, low functioning and prisoners.

These speculations may be evaluated through future research.

Hypothesis III: A higher proportion of negative intense experiences with others are reported by female black prisoners than by female white prisoners.

No significant difference was found between the proportion of negative experiences focusing on "others" reported by black female prisoners and the proportion of negative experiences focusing on "others" reported by white female prisoners. Thus, the hypothesis was not supported.

These data do, however, raise another related issue. Results of all previous studies cited in Table 18 except Fuerst's (1965) study of turning point experiences and Hayes' (1970) group of black subjects reporting positive manhood

Table 18

Focus of Positive, Turning-point, Negative, Manhood and Intense Experiences

Subjects, Experience, Author	Percent Subjects			Number of Subjects
	Self	Other	Environment	
Subjects aged 9-90 Positive Experience (Landsman)	34.0	53.0	13.0	681
Community College Students Negative Experience (McKenzie)	18.3	48.4	33.3	300
Junior College and Graduate Students Intense Experience (Lynch)	15.7	76.0	8.3	217
Students: Eighth Grade to Graduate Turning-point (Fuerst)	46.0	35.0	19.0	153
Self-Actualizing Student Positive and Negative (Duncan)	4.8	77.3	17.9	30
Low-Functioning Student Positive and Negative (Duncan)	2.9	77.3	19.7	30
Modal Student Positive and Negative (Duncan)	3.2	81.0	15.8	30
Self-Actualizing Student Positive (Duncan)	6.6	75.7	17.7	30
Low-Functioning Student Positive (Duncan)	3.3	72.3	24.4	30
Modal Student Positive (Duncan)	3.8	77.5	18.8	30

Table 18 continued

Subjects, Experience Author	Percent Subjects			Number of Subjects
	Self	Other	Environment	
Self-Actualizing Student Negative (Duncan)	3.0	78.9	18.1	30
Low-Functioning Student Negative (Duncan)	2.6	81.5	15.9	30
Modal Student Negative (Duncan)	2.4	85.5	12.1	30
Black College Males Negative Manhood (Hayes)	22.0	60.0	18.0	90
White College Males Negative Manhood (Hayes)	33.0	60.0	7.0	90
Black College Males Positive Manhood (Hayes)	6.0	46.0	49.0	90
White College Males Positive Manhood (Hayes)	12.0	46.0	42.0	90
Black Female Prisoners Positive and Negative	4.0*	96.0	0.0	25
White Female Prisoners Positive and Negative	3.6*	96.4	0.0	28
Black Female Prisoners Positive	0.0	100.0	0.0	1
White Female Prisoners Positive	0.0	100.0	0.0	3
Black Female Prisoners Negative	4.2*	95.8	0.0	24
White Female Prisoners Negative	4.0*	96.0	0.0	25

*Represents one subject

experiences showed an emphasis on experiences focusing on "other." However, the emphasis on experiences focusing on "other" appeared more extreme in the present study than the other studies.

Since the reported experiences contained many negative experiences with "others" and few positive experiences, some bias, or psychological set, against others may have developed and may have interfered with accurate interpretation of others' actions. This possibility raised several questions which may be explored in future studies. These were:

(1) Was the subject population extra-punitive and blaming others for their past or present situation?

(2) If they were being extra-punitive toward others, was this a result of institutionalization?

(3) Was this reaction toward others one way of expressing pent-up, possibly otherwise undirected, hostilities?

(4) Was this focus upon others a way of diverting focus from themselves?

Since most subjects came from lower socio-economic backgrounds, the high loading of negative experiences with others may warrant questioning of the concept that poorer people may be poor but they are also happy. This concept, while it may not be a prevailing one in our society, does seem to exist with a certain segment of the population.

The high loading of negative experiences with others with the present population may lead to questioning of social institutions dealing with persons from lower

socio-economic backgrounds. Are social workers, teachers and other societal representatives forming meaningful relationships with these people? Are the helping persons in our prisons making an impact upon prisoners? If so, is it a positive impact?

Hypothesis IV: A higher proportion of negative intense experiences having to do with failure are reported by female black prisoners than by female white prisoners.

There was not a significant difference between the two groups in the proportion of negative intense experiences having to do with failure reported. The hypothesis was not supported. As with Hypothesis I, an important factor may be that the socio-economic variables of educational and occupational levels were controlled. Differences in the proportion of failure experiences previously thought to exist between black and white female prisoners may actually have been differences in socio-economic class.

As may be seen from Table 19, white female prisoners in the present study were more like Duncan's (1970) self-actualizing and low-functioning groups than like Duncan's modal group or black female prisoners in this study in the percentage of failure experiences reported. However, all groups seemed somewhat consistent in reporting a small percentage (12.5 percent or lower) of failure experiences. One important difference between Duncan's results and those of the present study lay in the definition of failure experiences. Duncan used the failure category to apply

Table 19

Percent of Experiences in Sample and Reported by Duncan Using the Eleven-Way Classification for Negative Experiences

Experience	Subjects				
	Self-Actualizing	Modal	Low-Functioning	Black	White
Failure	9.7	4.3	7.2	12.5	9.7
Sickness-Pain	10.8	10.8	7.2	1.8	1.6
Interpersonal	31.7	34.4	36.2	21.4	35.5
Boredom	.8	2.7	2.4	0.0	0.0
Loneliness/Alienation	21.3	21.0	25.6	17.9	14.5
Escape-Disgust	9.7	7.0	7.5	1.8	3.2
Violence-Hostility	3.7	3.7	4.4	16.1	6.5
Death	4.5	5.4	3.4	19.6	12.9
Mystical	0.0	-	0.0	0.0	1.6
Fear	7.5	8.6	6.1	5.4	6.5
Mystical (Drug)	.4	2.2*	0.0	3.6	8.1

*mystical and mystical drug

to failure to conquer a problem or develop a skill. The failure category in the present study, however, included mainly persons expressing a failure in life or a feeling of despair. (See examples in "Discussion of Experiences" section of this chapter.) Thus, comparison of the two groups may not be completely justifiable for this particular category.

Hypothesis VI: Female prisoners who report negative intense experiences with others are more often classified as having committed crimes involving others than are female prisoners who do not report negative intense experiences with others.

The obtained data supported the hypothesis.

Since the hypothesis was supported, the relationship assumed in previous studies between perception of experience and behavior seems to have some foundation. Thus, the study of experiences or perceptions of experiences may have value in terms of understanding and perhaps coping with the behavior of others.

There is no basis at this time to assume causality. However, such may exist and future research should test this possibility.

Data for the present hypothesis support a relationship between one type of experience (negative) with one kind of focus (other) and one kind of behavior (crimes focusing on other). This does not mean that there is necessarily a relationship between any type of experience (negative or positive) with any kind of focus (self, other or environment) and any kind of behavior which might appear similar. The data also do not deny such a relationship.

One direction of future research may be to test the above hypothesis again with even more specificity about the experience and the behavior involved. For instance, one might wish to determine if a person who had assaulted a policeman felt that he had, at some time, been mistreated by a policeman, a man in uniform or an authority figure.

One aspect which may also have bearing upon the relationship between perception of experience and behavior is the intensity of the experience. (Level of intensity is used here to refer to a relative amount of impact upon the person, degree of importance to the person or amount of feeling or involvement accompanying the experience.) Experiences with certain intensity levels may be related to behavior while experiences of the same type (negative or positive) or same focus (self, other or environment) with different (particularly, lower) intensities may not be related to behavior. Thus, studying intense experiences may be of value but studying specific levels of intensity with these experiences may be more informative and more precise. No effort was made in the present study to judge the level of intensity of the experience.

Seven-Way Classification for Positive Experiences and Eleven-Way Classification for Negative Experiences

The percentages of experiences reported in various categories of the seven-way classification for positive experiences by the two sample groups, by Landsman's (1968) subjects and by Duncan's (1970) three groups of subjects

are indicated in Table 20. Female prisoners reported a higher percentage of beauty experiences and of mystical experiences than do the subjects in the other two populations. Black female prisoners reported a lower percentage of excitement experiences than do subjects of other groups in the table.

Percentages of experiences reported in various categories of the eleven-way classification for negative experiences are reported in Table 19 for Duncan's three groups and for black and white female prisoners. As is indicated in the table, female prisoners (black and white) reported fewer sickness-pain, more death, and slightly more mystical drug experiences than Duncan's groups (self actualized, low functioning and modal). Black females reported more experiences with violence-hostility than other subjects (including both the white female prisoners and Duncan's three groups).

Differences in usage between previous studies and the present study in the beauty, positive suprahuman, failure and mystical drug categories are discussed and examples are given in the "Discussion of Experiences" section immediately following.

Discussion of Experiences

In reading the reported experiences and in comparing the classifications of the experiences to those of previous researchers the author and judges observed aspects of the data which were not evaluated by the hypotheses. The original, reported experiences used as examples here and

Table 20

Percent of Experiences in Sample and Reported by Landsman and Duncan Using the Seven-Way Classification for Positive Experiences

Subjects	Percent Experiences						
	Conquest	Excitement	Beauty	Completion	Interpersonal	Earned Success	Mystical
Positive Experiences (Landsman)	6.1	11.2	4.3	7.2	18.9	47.7	4.5
Self-Actualizing (Duncan)	5.6	13.4	2.1	2.1	53.7	20.8	2.0
Modal (Duncan)	4.5	16.9	1.2	2.1	51.9	21.4	2.1
Low-Functioning (Duncan)	4.2	11.9	4.2	1.9	52.8	21.2	3.4
Black Female Prisoners	5.9	5.9	23.5	0.0	23.5	29.4	11.8
White Female Prisoners	0.0	15.8	10.5	0.0	42.1	15.8	15.8

in Appendix L may provide a deeper and clearer understanding of the subjects who contributed.

Experiences are reported as given, with no corrections for spelling or grammar. However, all dates, ages, names of people or places and any other specifics which may identify the subjects are removed from the reports.

Indications of Personal Strength, of Faith and Endurance

In reading the examples of experiences reported in Appendix L and other experiences used for classification, a theme may be observed which appeared to be present generally throughout the data. This theme appeared to be one of both faith and endurance. It seemed to be a belief that there was hope for the future and that the subject would make it through whatever happened. Of course, this may be an idealistic belief that "things have to get better."

This type of trend has not been reported by other researchers. It is, of course, unclear as to whether it did not occur in other studies or whether it occurred but was not discussed. However, with so many negative experiences reported, this trend seemed somewhat incongruous. With such a large number of negative experiences one might expect subjects to be saying, "I can't cope with it." "There's no use." Subjects seemed rather to say, "This was awful but things will be better." There is little or no defeatism.

The following experience was reported by a black female:

I have never been in trouble before until [date] and was sent to [prison] with [length of sentence]. My time started [date] after a few weeks in the hospital I was sent over the hill witeh is put in one of the dorms my sister was already Here when I came and I eouldn't wait to be with her The day I came over was the Happiest day of my life you see my family has alway been cloes and it had been __ mouths seen I saw her so we were together for a while and then they moved her to [dorm] and I cryed for a long time I couldn't eat are sleep Seems like a part of me was lost and I couldn't do anything about it. So one day I was on my way to work and I had the feeling someone was watching me I look but I couldn't see anyone and for about __ months I had that same feeling then one day I cam home and was told I eould go were [sister] was and I went. For two weeks the girl across from me watched every move I made I throught she didn't like me So I ask her what had I did to her. She just looked at me and smile so from then I would ask her if she would like to play eards are just sit and talk. Sometime we would sit for hours and talk about her life before she eame in here. I felt sorry for her and tryed to help her by being there when she wanted someone to talk to! I had hard about women going together but I never dream that it would happen to me This girl was going with another girl and I tried to show her were it was wrong so she told the other girl she wasn't going to do that any more so I through I had stop her from it and I was glad. Then in [date] my son passed I was hurt lonly for my kid and wanted nothing but just to take all __ of them in my armys and never leave them again. So I was told to Write [parole board] and I did. So knowing I would hear from him soon I build my hopes on going home when I hard from nim so in three weeks I got his letter he wouldn't see me until [2 or 3 years]. Then he didn't have to see me I don't have but __ year so I was so hurt I didn't care what happen I didn't even want to live with my baby gone my freedom taken what did I have lift nothing and there was know one I eould talk to about this so I put a smile on my face and tryed to go on. M____ ask what was wrong and i said nothing that night she was crying and I went to see about her, and she said she was in love with me and I didn't care what or how she felt all I want was to hurt people and I tryed to explain to her but she didn't understand so I put my armys

around her and tryed to stop her from crying and she kiss me and was holding me so tight I couldn't get away and when I did I went back to my bed and for __ weeks I stop speaking to her She came to me and told me if I would talk to her that will never happen again I took her word and for __ mouth it was alright but I could still see in her eyes how much she care and one day I was outside and I call her and we just started talking and before I know it I had found out who was watching me and she told me she had been in love with me sent she saw my pictur that [sister] had I tryed to tell her I have never tryed to love a woman and it wasn't right that it's a sin against God but she wouldn't listen and she never tought me again until I got the letter from Mom that my Son had Being hurt. Then my baby passed [parole board] turn me down and now that I lay in bed and cryed and at 3: she came to me I sit on the side of her bed and was trying to tell her and she took me in her aryms and I felt like the world was down on me and no one cared so when she kissed me I didn't tryed to stop her I let her make love to me I didn't like it but at lease someone cared when it was over [guard]came in and she saw M____ kiss me and call us in the office We were locked but that didn't take away the dirtie feeling I had I cryed and I prayed and ask God to please forgive me and take that away from my mine I felt as if I was going crazy I didn't know why I would do something like that I just wanted to get in a whold a never come out What would my mother do if she knew about that. And what hurted even more was that everytime I saw her she would tell me I was apart of her life she need me and didn't went to live without me and everytime I saw her I would hurt even more. Why I still can't say why I did that sometime now I set along and try to understand why and I can't help but cry this is the frist time anything like that has ever happen to me The day she went home I got two letter from her I just set and cryed all I could ever be is a friend to her I could never give my love to a woman maybe someday I will but now I don't thank so. I don't care what other people do are say that's them if they like it I love it! But with the help of god one day I wont have to hurt any more This is the price I have to pay for just now becoming a woman today is __ mouth sent I set and talk with anyone and if I__ keep on maybe soon I will forget! Prayer changes things yesterday I got a letter from my husband he wents to get marryed again we have being together

> for __ years now this I haven't told anyone about it But I feel so lost and lonly I love him and knowing that he was waiting for me helped time go by faster What am I going to do now I need him and he don't need me. I went turn to a woman this time I prayed so hard last night asking God to . show me a way and today even now I am hurting all over but I will have to make it this time along with a smile on my face and a pain in my heart

The experience contained numerous examples of faith, of endurance, of hope, of movement toward rather than away from life. Some of these were

(1) Her reactions to several new happenings (negative ones appeared positive). These included:

   (a) Her son's death--she wanted to take the other children in her arms and never leave them. At that point she wrote for parole.

   (b) Denial of her request to see the parole board--she put a smile on her face and tried to go on.

   (c) Incident with the girl--she prayed for forgiveness and peace of mind and tried to understand why she had behaved in such a manner.

(2) Her honor and sense of what was right continued to be of concern to her.

   (a) She tried to and thought she had succeeded in convincing the other girl that lesbianism was wrong.

   (b) After the girl kissed her, she stopped talking to her until she promised not to do it again.

(c) After making love with the other woman she prayed for forgiveness and was concerned about her mother's reaction to her behavior.

(3) There were indications of caring about others, of reaching out to them.

(a) The happiest day of her life was when she was free to go to the dorm and see her sister.

(b) She was concerned about the girl and spent time talking with her, playing cards and trying to convince her that her behavior was wrong.

(c) Her love for her husband and children.

(4) She expressed continued faith in God and hope for the future.

(a) She says, "with the help of god one day I wont have to hurt any more" and she continues praying for help.

(b) She ends by saying that she will have to make it with a smile on a face and pain in her heart.

(5) Even in her deepest depression she let another person reach out to her.

A white woman reported the following experience:

> The third most intense experience of my life was the three weeks of my trial I was arrested for a crime I knew nothing about. When my case came to trial, the evidence they had, could have pinpointed me or any one of a dozen people. I was the unfortunate one. I sat thru my trial with the Knowledge that I was not guilty. On the advice of my att. I did not say any thing to police or reporters. As the trial came closer to an end. I was convinced that the jury would find me innocent. The most

> horrifiing experience of my life was when the jury came back into the courtroom and the judge read the paper. They had found me guilty. Please believe me when I tell you, it took every ounce of will power humanly possible not to break down. This put me in a complete state of shock. There was talk of probation because of the lack of evidence and the tremendous amount of publicy. So my spirits were lifted. Then I went to be sentenced and the judge gave me life imprisonment. This to me, after finally being completely happy and contented with my life in the past few years, was about the lowest blow I could substain. On the short drive to [prison] I started thinking I am not going to let this get me down because I had had one other experience that was worse. I came into prision with the idea that I am going to benefit my self with my stay here. I am going to gain all the education that is possible for me to acquire and stay so busy improving my mind that I don't have time to dwell on the dark side of life.
>
> I am now waiting on the forth most intense experience of my life and I hope and pray that some day I can meet a man to love and respect with my whole heart. If I ever have this privilige I am positive it will be the most intense experience of my life.

The hope and optimism of the subject seems obvious even though she gives no concrete basis for it.

Failure

A smaller number, however, do show failure in their reports. As mentioned previously, Duncan (1970) used the failure category of the eleven-way classification for negative experiences to apply to failure to conquer a problem or develop a skill. The failure category in the present study, however, included mainly persons expressing a failure in life.

A white subject expresses failure in the following report:

> Still at the age of [midteens] just after I got home from the Hosp. I found out I was pregnet.

> My daughter is __ yr old and a Beauitful Girl. When I found this out I was looked on as a whore, tramp--and many other things. And of course I felt this way. My parents told me I would have to choose between one of two things. to keep the Baby and Bring it up to be my daughter no more friends, Dates or school. or they would adopte her and I would return to school. And try to get back some self respect. Well I took the second.
>
> As for my feelings they are hard to discribe hate, love, understanding, pity, compassion, and sorry. Sorry I wouldn't take on the reponcibite of being a mother. And sorry I brought a baby into this Hell-Whole of a World-And me for its Mother.

This sense of hopelessness seems somewhat in opposition to the sense of hope and endurance discussed previously. However, out of 186 experiences used in the study, only 13 of them were classified in the failure category and no subjects reported a maximum number of failure experiences. Obviously, the failure experiences were not a major part of the study.

In the following experience, a black subject reports a failure in life:

> The first experience that had great personal impact on me was my quiting school at the age of sixteen after completing eleven long years. The reason for doing this I still haven't completely understood. It was partially dis-interest. But I haven't as yet been able to discover all of the real factors. But indeed later on it was a great let-down to me.

A white subject reports another kind of failure in life:

> The day I came to [prison] I couldnt believe it, but yet inside I knew it was true I was here and was nothing I could do about it. I could only feel a sad, Sick feeling inside my body. I never once in my life thought I would end up in a place like this and I thought it would kill me. but really I was more worried about my mother than I was about my self.

Beauty

In the present study the beauty category of the seven-way classification for positive experiences contained mostly experiences with childbirth. This did not appear true of previous studies.

A black subject reports:

> Giving birth to my __ year old Son is What I Would Call an intense--pleasure. Most people (ladies) might call birth intense--pain but for me it was different. My Water burst around [time and date] and 2 hours later, I still hadn't experienced any pain. So a neighbor drove me __ miles to a hospital and after going through what most women go through before being taken to their rooms, a tray was put before me, and I was told to eat. (While all of this is happening I am actually laughing). ___ o'clock that [day] afternoon, I gave birth to a [weight] Boy. It was a natural birth, no dope! The pleasure of that last thrust as the baby rushes from your womb is un matchable. I intend to have about eleven more boys to go with this--one!

A white subject tells of her experience of giving birth:

> The experience that gave me most pleasure was watching my son be born. It is a feeling of complete unity.

Leach (1962) and Laski (1961) both had childbirth experiences reported as pleasurable in their studies. Childbirth experiences in their studies centered upon second or third children rather than first-borns, and Laski concluded that there must be something more than the act of birth itself involved.

In the present study childbirth experiences focused on first-borns as well as on later children. The two

experiences reported above in the beauty category focus on first-borns. Examples of pleasurable childbirth experiences follow involving later children also.

A black subject reports:

> When I gave birth to my children ages __ & __. It was something I can never express in words. Their frist cry-tooth, step--word are abstractions. To be able to feel another human living inside you is marvelous.

A white subject emphasizes the birth of her second child:

> The most intense and meaningful experience to me was the birth of my second child. I had my first son when I was [teenager] and had been put to sleep. My second son was borned a year later. As I lay in the hospital I wanted to see my child being born and I refused any shots to ease the pain. In the delivery room there is a mirror on the cieling. As I watch my son being borned, I was so ingrossed in witnessing a mircile of life than the pain was secondary. I think of this quite often as I had never had the same feeling that I experience that day. I felt that I was the most lucky woman in the world. I had two other children by natural birth This is a mircle of God and as I look at my children today I thank God for being able to do this one thing. This was something I did on my own, with but help from any one. To me there is no greater miricle in the world. There are not enough verbs in the English language to describe my emotions durning the few minutes of their birth. If you have never had a child, you will not be able to understand what I have tried to say. This is in my opinion the most meaningful experience any woman could ever experience.

Positive Suprahuman

Landsman (1968) included divinity-related or spiritual experiences in the suprahuman category of the seven-way classification for positive experiences. In the present study and in Duncan's (1970) study such experiences and experiences with drugs were included in the "suprahuman category."

A spiritual experience was reported by a blaek subject:

> The greatest experience in my lift is knowing the Lord Jesus it is so good to know that some one care and have someone to relie upon and go to enytime and know that he here and are there whenever you need him. And be able to cont your blessing that he have doin for you. The filling you have whin you know the Lord is something you eannot deseribe completely it is something you have to fell and experiense for your silf. This is Just a few blessing her
>
> Whin I am worry I go to him in pray and he take all my worry away. 1 say thes beeause I donot here from my family often, and whin I go to him in pray it does not matler as mueh I find othe thang to put my Mind on. Just trusting him and Knowing him is the greatest experiense of all.

The following suprahuman experieneè was reported by a white subject:

> A week had gone by one of fear & I had been deep in the scriptures. I was skip reading in the New Testament. I got so heavy in it that I said a pray for the man in Bondage (Cor - titus) It said you Pray to see my faee & I'll pray to see yours So you will know your faith is renewed. 1 Fell asleep while I was PRAYING. I Don't know how long I had been asleep when I woke up I Felted as if I had been asleep for hours. When I OPEANED My eyes I saw a MAN. I Just Layed their & stared. I wasn't afraid. then I ehecked him out--he had Black shoes--DARK Blue Pants With Pleats (4) in the FROUNT. A Short sleave shirt--white. he eombed his hair Straight Back--his Paee Feaetures Projecting. Dominated by a big nose he was about forty and Carried himself Well. I Don't Know how Long I watehed him. When all of a sudden Fear seased me. I called my husband--he didn't ANSWER. So I Shook him. He wanted to Know Why I was wakeing him UP I said Their is a man IN here. he Looked a round and said man your Kidding Go to Sleep I told him their was to He Said where did you see him at? I Pointed about two Feet that way by the sewing maehanry. he Slap me and said wake up you are haveing a bad dream or a Nightmaire. then I got up set & CRYED I said I am awake & have been. he held me in his arms and eomforted me For a few min. Then he said I want you to tell me you were only dreaming & take a look over their & tell me if you see any

one or Not. I agreed to do as he had ask. I was still in his arms when I looked over my shoulder to see if he was still their I look--& their he was--this time he raised his arm and pointed to the Window. Before I Could SPeaK. My husband had Leaped off of the bed and Fliped the Light on. He said "I don't know what you see for I can't see it but I know he is here." At this I Just sat and Looked at my husband when he had Flipped the Light on the man had Left, I told him to turn if off AGain to See if I could see him their When he did turn off the Light The man wasn't their--Well--I didn't think much of it until the Next day. Why had he Came was it because durning medatation I was honest and so heavy that my sub mind had taken over or was it realy the man in bondage. it wasn't a dream because I was awake then as I am now--more so. because I have no answer as to this and neather does anyone else. One might think I was nuts but their has to be a reason or does their? if a person doesn't understand something they lable it as unreal--not possible--& saying like this. I believe the mind is the door to understanding but for fear of ingroance people aren't able to opean it. & understand it contents--we only use 1/3 of our brain what about the other 2/3's? ?? ??

A white subject reported the following positive experience with drugs:

This Experience was when I was on acid. I had dropped a tab of "Blue Cheer", a 4 way tab. things were no different than before for a long time. But what is time when your tripping? as I sat back in my chair listening to Jim Hendricks, "All along the Watch tower". I noticed the dofference, the wall to my left was alive with the breath of life, inhaling, Exhaling, looking around, I saw the music in orange, reds & blues. they really spoke to me.

Peace, a life a tranqul peace inveloped me. happyness & Peace. Suddenly I was real. I was happy. So full of happyness I wanted to shout loudly.

Now I often feel this happyness come over me. I get so happy I want to squeeze any one or thing. I want to walk up to anyone & shake their hand & hug them. It is a wonderful feeling. I only wish I could feel it all ways.

Negative Mystical (Drug)

Duncan (1970) included only negative drug experiences in the mystical (drug) category of the eleven-way classification for negative experiences. The present study included both drug and alcohol experiences in this category.

A black subject reported the following drug experience:

> 3. My third one is when I went on a trip, I mean drug trip. It was terrible, I saw all kinds of things and I thought I was going to die. I can't really explain how it was all I know I never experience it again, that was my first and last. These are the most intense experiences I had and hope to have no more like them. If I do I wouldn't last long, because this is too much. I am twenty five and feel like I am fifty and it all come from worrying. But I am trying not to worry because I will soon go crazy, it don't take too much more before I'll be crazy. I try to put the best on the outside but within its about to kill me and then I know I would hurt my mother more than I did before, thats something I don't ever intend to do again.

The experience with drugs reported below was contributed by a white subject:

> This is the next unhappy experience I lived through from the age of __ until now at __--seven years of using all different kinds of drugs. To say I lived a hell on earth is a mild phrase. From the first fix I took which was herion I became addicted & spent __ years slumming the streets between [north] and [south] --In desperate search of commpassion & belonging. I became an empty shell existing from shot to shot--resorting to an immoral--shameful--degrading--way of life--Each incident only made me use more drugs to keep the awful truth of what I'd become from bitting me--I escaped from anything good--bad or other wise--I couldn't face myself or my problems so I numbed them till I myself was numbed to all things around me--I don't know the beauty of love--any sex I had was because I needed money to pay for my drugs--The merry-go-round of life & death was my whole world--My senses & emotion were mechanical--I didn't see touch--taste

only reacted out of need--I can't remember the sound of children playing & laughing in the streets. All I knew was the face of the pusher man--If I thought I had friends well they were the ones who'd steal my money while I slept or leave me on a roof--top if I took an over dose--There are no friends in the drug world--I tried every cure known--From half-way houses--state hospitals--cold turkey--even a methodone program--I finally went to a drug reality therapy house & stayed clean for six months--When I left I never got hooked on heroin again--Instead I turned to speed--The opposite of heroin--I liked speed & stayed hooked on that for almost three years--The result of all this has been to really separate me from my family leaving them completely confused & helpless in helping me--Its been a long cold hard road back from insanity toward some kind of reality--to build a foundation & start to live--I'm like a new born baby seeing life for the first time-

A white subject reported the following experience with alcohol:

I think that the most intense experience of my life was realizing that my father was an alcoholic. He would come home inebriated so heavily that he was more like an animal than a father. During the first 5 years of my life I only knew that "daddy" was sick and we (my sister & the 2 oldest boys) were to stay in our rooms. It was bad for my mother because my father would always want to argue and throw things. He has never hit me or my mother, though, fortunately. I guess I realized that he was a drunk about my 7th or 8th year. Then I could just go outside and sit with my friends until he fell asleep. A know that when I was 13 or 14 that I did resent his being drunk, and I think I might have rejected him in a way, too. I left him out of my life from then until just about the time I became involved in my trial, etc. I have never been close enough to my father to really sit down and talk to him, but I do love him as much as my mother. I suppose that's hard to understand, though, for someone who doesn't know what a fantastic man my father is when he's sober. I believe his drinking problem did have a definite effect on my life, but, now I can accept it as only one fault. I know, of course, that he is my father and I'm sure we can pick up the pieces to start again.

Sex Experiences

No females in Leach's (1962) study reported sexual intercourse as a positive interpersonal experience. This was also true of the present study. However, several negative experiences with sex were contributed by subjects in the present study and some are included below.

A black subject reported the following negative sexual experience:

> I was in [town] a few years ago and I had been out having a good time I was on my way to my apartment about 2: oclock one morning: and some guys pulled up in a car "some of the guys I had seen around: so they asked if I wanted a ride so after I knew one or two of them I accepted: as it turned out I didn't know them as well as I throught I did 'thy carried me to the woods' and there the five of them was going to rape me "they have beat me and was tearing my clothes off me "whn I cried out oh please don't kill my baby "I cried out that I was loosing my baby so to make them think I really was loosing my baby" I unerated on myself and after seeing this they got seared and pushed me out of the car and Left: I knew I could have had them arrested but I didn't "I couldn't stand the shame and disgrace: so I packed my clothes and the flowering morning I left town.

A white subject reported a negative sex experience with her father:

> When I was 5 my father came home drunk one night. My Mother was at work. I was sleeping in Mom's bed. My father crawled in bed with me, he started feeling my body and Kissing me all over. I was awake but to seared to move. he then raped me.
>
> The feelings of fear, pain, hate I felt are the first of any that I can ever remember. Every since then I have hated my father so much I often planed to kill him.
>
> The feeling of hate has died now, but the fear is still there. Even now because of that experience, I get uptight when sex is involved with my life.

Race

Hayes (1970), in studying manhood experiences, found that black males reported negative experiences involving white racism in which their sense of manhood was constantly under assault. Four experiences dealing with race or racial prejudice were found in the present data. Two were reported by black females and two were reported by white females. The four experiences are presented below.

A black subject reported:

> Being denied the right at an early age to sit at lunch counters to enjoy a cold drink, and my mother to rest her aching feet. Distilled a lot of haterd for the white race inside of me.
>
> There was more incidents besides the ones mentioned above. Insufficient educational facilities cause me to lose interest in school. All of my classmates were graduating only to become a maid. I felt as though I didn't need a diploma to scrub floors. I quit school and embarked on a life of crime. I felt I was getting even with the white race by stealing from them. But they still are the winners. Here I sit in prison.

Another black subject says:

> I have an older sister by my mother--our fathers aren't the same. My sister is much prettier than I am also she is very light complexed. When we were growing up she told me once during a very heated argument that I was (if you will excuse the word) a black Nigger and that she was white.
>
> This argument has pressed on my mind for years. I asked my mother why was my sister lighter and if what she had said was true. My mother told me no. This rash statement made my sister kept me guessing for years about color--I almost became prejudiced toward her and every one else lighter than my self. Today I am very subconscious about my color.

A white subject reports her experience with prejudice:

> This incident will be quite long and very hard for me to relate because of my rash, implusive, and irresponsible behavior in this situation; for which I am now imprisoned. I had been hurt by a few men to in particular one all ready mentioned, so I turned from white society in general and my self, too and threw myself into the Black community where I met, R____. In a selfish, possessive, and insecure childish way I did love R____. When I met him I was pregnant by a white man and when he expressed that he wanted me to live with him, I informed him that I was pregnant although I hadn't seen a doctor. I told him the baby would be white. He said he did not care: and would be willingly to adopt the baby as his own and raise it as his own. Twice before the end of my pregnancy R____ had beaten me once mildly the other fairly severely. I was afraid and hysterical highly nerveous and in a confused, frantic and desperate State of mind. I had seen the doctor on only one occassion of this 2nd beating and was given some pain capules and sent home 'cause I refused to be admitted. R____ was in a drunken stupor at the time of both beatings but even without liquior as I see now this boy was mentally unstable.
>
> The morning arrived [date] I went to the hospital the baby was born at [time]. [Three days later] against the doctor's wishes due to complications R____ and I sign me out of the hospital.
>
> The nest 17 days were hell within this period my common-law-husband (R____) threatnend to kill my baby and finally and ultimatum was issued to him. I either wanted the baby or him. So I lied. I told him that I had contacted the welfare people and they would come pick the baby up and place him in a home. But I had only made one call to the welfare office and that was for a conference two weeks from that time. I could wait Monday came and I was desparate So I left the house feeling that I would find somewhere to go with the baby but wardered around in a stupor until I finally just abandoned the baby. That was Monday R____ believed the welfare story until the following morning the detectives came on his job and questioned him. They showed him pictures and naturally he recognized the baby as mine. He was stunned and confronted me with the news and told me he was sorry and fantastically promised I would not get in trouble

> that the detectives said that was that as long as the baby was safe. I knew better although I didn't realize this offense was a felony. My crime was committed Monday afternoon [date], [date], the following day I was picked up and the [following day] I was bound over to circuit court and transferred to county jail from city jail on [date] I was sentense to [length of time] in prision this term which I am now serving at [prison]. I have done wrong but I have learned to forgive my self and I am willing to start anew upon my departure in [month]

Another white subject reports a quite different racial experience:

> The day I meet my Husband. he & I both worked at the _____. one day he came walking in to the place and asked me "May I have a cup of Coffee." I didn't say anything right then I Just looked at him, thu I got his coffee and set it down and went on looking at him. he though I was crazy. but to me it was funny because I had Never Seen a black man [like him] befor. I was only [early teens] at the time. Anyway after that I could not bring myself to go out with him because he was black & I was white. As time went on I knew I was falling in love with him and I also knew there was nothig I could do about it and by this time he was very much in love with me. but we both knew it could Never be. then one day we Just had to be with each other we didn't care what people Said or thought. We loved each other too much to let anyone Stop us. So we ran away to _____ and got married that was [several] years we are Still together and Still Very happy and Still Very much in love.

Summary

In reading the reported experienees and in comparing the elassifications of the experienees to those of previous researchers, the author and judges observed the following aspects of the data which were not evaluated by the hypotheses:

(1) A theme of faith and enduranee seemed to prevail throughout the major part of the data.

(2) The failure category of the eleven-way classification for negative experiences mainly included experiences involving a failure in life in the present study.

(3) Experiences with childbirth made up most of the experiences classified in the beauty category of the seven-way classification for positive experiences.

(4) In the present study, the positive suprahuman category of the seven-way classification for positive experiences included divinity-related or spiritual experiences and experiences with drugs.

(5) Experiences focusing on drugs or alcohol were included in the mystical (drug) category of the eleven-way classification for negative experiences.

(6) No positive, but several negative, experiences with sex were reported.

(7) Two black females and two white females reported experiences involving race or racial prejudice.

CHAPTER V

SUMMARY, IMPLICATIONS, FUTURE RESEARCH

Summary

The study of human experience has been increasingly emphasized during the twentieth century in education (Dewey, 1916), in philosophy (Sartre, 1962) and in the humanistic movement in psychology and psychotherapy (Bonner, 1965; May, 1961; Combs & Snygg, 1959; Allport, 1942; Rogers, 1961). Humanistic psychologists have studied experiences reported by subjects and classified them (Maslow, 1962; Jones et al., 1964; Margoohes & Litt, 1966; Landsman, 1968; Lynch, 1968; Leach, 1962; Privette, 1964; Fuerst, 1965; McKenzie, 1967; Fisher, 1968; Merrill, 1968; Blouch, 1969; Hayes, 1970; Duncan, 1970). Basic to this research seemed to be the assumption that a relationship existed between perception of experiences reported and behavior.

The purposes of this study were (1) to extend the growing body of knowledge regarding human experiences by studying reported experiences of a population not yet investigated by researchers studying human experiences and (2) to determine the relationships between focus of intense experiences reported and focus of criminal behavior.

Four hypotheses were presented regarding classification of reported experiences. These included

(1) A higher frequency of negative intense experiences are reported by female black prisoners than by female white prisoners.

(2) A higher proportion of negative intense experiences with self are reported by female black prisoners than by female white prisoners.

(3) A higher proportion of negative intense experiences with others are reported by female black prisoners than by female white prisoners.

(4) A higher proportion of negative intense experiences having to do with failure are reported by female black prisoners than by female white prisoners.

Other hypotheses were presented regarding the relationship between the focus of reported experiences and the focus of crimes committed. These were

(5) Female prisoners who report negative intense experiences with self are more often classified as having committed crimes involving self than are female prisoners who do not report negative intense experiences with self.

(6) Female prisoners who report negative intense experiences with others are more often classified as having committed crimes involving others than are female prisoners who do not report negative intense experiences with others.

(7) Female prisoners who report negative intense experiences with environment are more often classified as having committed crimes involving environment than are female prisoners who do not report negative intense experiences with environment.

Female inmates at the Florida Correctional Institution, Lowell, Florida, who were 30 years old or younger and who had been institutionalized for two years or less were used as subjects. Black and white subjects were matched on Hollingshead and Redlich's (1958) occupational scale and educational scale by agreement of two out of three judges. In a sample of the data interjudge agreement for the occupational scale was 97.9 percent and for the educational scale was 100 percent. After matching, 31 black subjects and 31 white subjects were included in the analyses of experiences. Since no judgment of criminal behavior could be made from their records, three subjects and their three matching counterparts were eliminated from analyses of data regarding classification of crimes. Thus, 29 black subjects and 29 white subjects were included in analyses involving comparisons of focus of experience and focus of crime.

Subjects were administered the Intense Experience Questionnaire asking them to describe three of their experiences which had had great personal impact. Subjects who did not complete the questionnaires or whose experiences were not explained fully enough to be interpreted were eliminated.

Three judges classified experiences into the following categories: negative-positive (100 percent interjudge agreement); self, other or environment (100 percent interjudge agreement); seven-way classification for positive experiences (interjudge agreement of 82 percent); and the eleven-way classification for negative experiences (interjudge agreement of 84 percent). Agreement of judges in each case was established on a sample of the data to be rated and then the remaining data were divided equally among the judges for classification.

Another group of four judges was used to classify crimes of inmates according to the focus of crimes as being: self, unknown other, known other or environment. Judges obtained information from the institutional records and classified the inmate into one of the above categories in terms of all the convictions (prior and present) in the inmate's record. Interjudge agreement established on a sample of the data was 86 percent. For analyses of data, the unknown other category and known other category were combined into one category focusing on others.

Data were analyzed using Fisher's Exact Probability Test, the z-statistic and percentages, where appropriate.

The following are results of the study stated in general terms:

(1) No significant difference was found in the proportion of negative and positive intense

experiences reported between black subjects and white subjects.

(2) Since so few negative experiences focusing on self or environment were reported, data were insufficient to evaluate Hypotheses II, V and VII which dealt with these categories.

(3) No significant difference was found between black subjects and white subjects in the number of failure experiences reported.

(4) A relationship was found between reporting a maximum number (two or three out of three) of negative experiences focusing on other persons and having committed crimes focusing on other people.

Conclusions included were

(1) When socio-economic variables (educational level and occupational level) were controlled, racial differences in the proportions of experiences reported in various categories do not appear.

(2) The finding that there was a relationship between reporting negative experiences focusing on others and committing crimes focusing on others supports the assumption of researchers of human experiences that a direct relationship exists between behavior and reported experiences.

(3) A high loading of negative intense experiences, particularly negative experiences focusing on other people, was present in the data. Creating

positive experiences with others or counteracting previous negative experiences with others may be an important function of rehabilitation and of helping persons working with female prisoners.

(4) The reported experiences seemed to display more hope and personal strength than was expected with such a high loading of negative experiences.

The author hopes that, through the study of types of experiences reported by the prison population, of the relationship of these experiences to behavior, and of the similarities and differences in reported experiences for prisoners and non-prisoners, new insights into treatment of the behaviorally deviant and prevention of antisocial behavior will be discovered.

Implications

Implications for Counseling

In previous pages the high percentage (89 percent) of negative experiences reported by female prisoners and the possible relationship between these experiences and behavior was discussed. It seems obvious that an emphasis by the counseling profession on working with prisoners is demanded. Correctional counseling is a step-child of school counseling. Is the profession meeting its responsibility toward society? It seems that the counseling profession needs to encourage persons to enter correctional counseling areas and to furnish in-depth training programs to prepare counselors to function in a correctional environment and with a prison population.

About 96 percent of the negative experiences reported by female prisoners focused upon other people. It seems, thus, that female prisoners hunger for positive relationships with significant others. However, these relationships are not ordinarily available in the prison system. When the female is placed in prison, she is by definition separated from others and may thus be deprived of the very relationships that she needs. Changing the practice of incarcerating criminal offenders may not be within the range of authority of the counseling profession, but it may be able to aid female offenders by focusing upon relationships with others in a counseling environment. Perhaps, family counseling with female prisoners would be especially helpful.

Since female prisoners did report so many negative experiences with others, they might distrust others and might not relate to others as positively as nonprisoners. Thus, forming the relationship with female prisoners in counseling may be more difficult than with nonprisoners. Having inmates enter a group counseling relationship may be even more difficult, and they may need to experience trust in an individual relationship first. However, once trust is developed, the potential benefits in terms of resocialization may be greater than for such populations as junior college students, businessmen, elementary school pupils and other nonprison populations.

Researchers have discussed the possibilities of converting experiences from negative-negative (an

experience which was negative at the time of occurrence and had negative ramifications) to negative-positive (an experience which was negative at the time of occurrence but had positive ramifications) (Landsman, 1966; McKenzie, 1967). In the present study experiences were evaluated as negative or positive at the time of occurrence, and no attempt was made to evaluate their ramifications. However, female prisoners without professional assistance would be unlikely to be able to develop positive ramifications out of negative experiences as completely and as often as may be possible with professional assistance. Thus, in view of the high proportion (89 percent) of negative experiences reported by female prisoners, correctional counselors may utilize techniques emphasizing conversion of a negative experience into a positive one. Through this approach, the client may learn to utilize the effects of negative experiences in a positive manner or, if she is already utilizing it positively, she may learn to use even more positive effects than she had discovered without assistance. The following experience, classified in the failure category and reported previously, may serve as an example of an experience which might be converted from a negative-negative to a negative-positive one:

> The first experience that had great personal impact on me was my quiting school at the age of sixteen after completing eleven long years. The reason for doing this I still haven't completely understood. It was partially disinterest. But I haven't as yet been able to discover all of the real factors. But indeed later on it was a great let-down to me.

Counseling might focus upon how she may use her new appreciation for education to her advantage. Thus, she could complete her education in prison, perhaps with more commitment than when she was in school previously. She may even be able to more fully understand and/or work with high school drop-outs than persons who have not had this experience. However, the emphasis on the later ramifications of the experience rather than how the person felt at the time the experience occurred may be a new approach for some counselors.

McKenzie (1967) emphasized the importance of the availability of a helping person in converting a negative-negative experience to a negative-positive one. Since prisoners are confined and the number of helping persons available to them is limited, correctional counselors may not be able to function on a straight 9:00 to 5:00 appointment schedule. They may need to be more flexible and available in crisis situations.

McKenzie also discovered that in creating a negative-positive experience out of a negative-negative experience, often the helping person could not intervene and change the situation, but could help the person cope with it. Thus, counselors need not feel they must change the prison system before they can be helpful to prisoners. A real function of the correctional counselor may be in helping individuals cope with any negative effects of the prison system. However, changing the system is also a valid way of helping the person to acquire positive experiences.

While aiding in conversion of negative-negative experiences into negative-positive ones is one way of coping with the disproportionate number of negative experiences reported by female prisoners, focusing on creating other experiences which are positive experiences may be another. Correctional counselors may wish to take an active part in helping prisoners have positive experiences, particularly with others, and in teaching prisoners how to create more positive experiences for themselves. Such techniques as group projects or tasks, sharing experiences or role-playing may be helpful.

Implications for Education

Dewey (1916) has emphasized the importance of expanding the experiences of the child in education. Since a relationship was found between one kind of experience (focusing on others) and one type of behavior (crimes focusing on others), educators who follow Dewey's philosophy may benefit from research on various kinds of experiences and related behaviors. With more research on this subject, educators may learn enough to be able to create positive experiences in early years and through them to promote positive behaviors in later years.

Since the black and white female prisoner groups did not differ significantly when the groups were matched on socio-economic variables (occupational level and educational level), social class may be more causal for negative experiences than is race. Thus, educational programs may be more

appropriately based on socio-economic groups than on race. Special educational programs for lower class youth which focus on creating positive experiences, especially those involving others, may change the experience repertoire of lower class children. These special programs may also aid children in learning to create positive results from negative experiences and to create positive experiences for themselves.

In his study of manhood experiences, Hayes (1970) found that both black and white males reported negative experiences involving a lag in time between the time that they acquired physical maturity and the time that they were given adult prerogatives. However, in addition to this, black males reported negative experiences involving white racism in which their sense of manhood was constantly under assault. The blackness experience may be different for the female. There seems to be no equivalent experiences for black females in terms of not being seen as feminine or of losing her femininity as a result of racial prejudices. Thus, greater differences may exist between the black female and black male than between the black female and white female. These differences should be taken into account in the classroom. With integrated school systems, the role of the black male may be even more challenged, and threats against his masculinity may be even more damaging when they occur in the presence of white males and females. Teachers may wish to be aware of this possibility and be prepared to take

an active role in fostering positive experiences for black males and in realizing that black females and black males may not have the same kinds of needs.

Implications for Prison Schools

Educational programs in correctional institutions may aid female prisoners by creating positive experiences between them and other people and by aiding prisoners in creating positive results from negative experiences. Since educational programs in correctional institutions are usually more expansive than counseling programs, negative experiences of female prisoners may be more realistically handled through the educational rather than the counseling facilities.

Especially applicable to correctional educators may be special training in creating positive experiences in the classroom (especially positive experiences focusing on others) and on converting negative experiences into negative-positive experiences. If teachers take on this type of responsibility, then they will need to spend considerable time in planning various classroom activities, and this time should be allowed in the teaching load at correctional schools so that they may more readily meet these needs.

Implications for Criminology and Penal Systems

In Chapter I, literature was discussed on classifications of criminal behavior, and two general approaches to classification were found. The first developed several general classifications into which all criminal acts were grouped

and did not consider the perceptions of the offender. The second approach emphasized the perceptions and experiences of the individual offender to the point that its general use was impractical. The present classification system may offer a practical combination of the two previous approaches. Thus, the method of classifying crimes as focusing on self, other or environment by use of information in the prisoner's record may offer a somewhat perceptual viewpoint that is not too cumbersome to use with a large number of offenders.

Fuerst (1965) found that when a person faced a negative experience realistically and accepted it as a challenge, he turned into a more responsible and dependable individual. If he did not see it as a challenge, regression rather than growth occurred. With the high proportion of negative experiences reported by the female prisoners, it seems that one of the primary needs of female prisoners may be assistance in dealing with negative experiences. If female prisoners were aided in facing negative experiences realistically and in accepting them as a challenge, perhaps they would behave in responsible and dependable ways that seem congruent with the goals of rehabilitation, and less recidivism would result.

Results of the present study raise several questions regarding criminology and our present penal systems:

(1) Could crimes be prevented by preventing negative experiences or by helping persons adjust to negative experiences in a positive manner?

(2) Can criminality be predicted from reports of experiences at earlier ages? What is the main source of negative experiences that seems related to criminal behavior and when, in the subject's lifetime, do these experiences occur?

(3) Are policemen, penal workers, teachers, doctors--any public servants with direct contact with prisoners or with lower class persons--forming positive relationships with people they are serving? Do their relationships with people aid in preventing or in encouraging crimes focusing on others?

(4) Is society (or its members) partly responsible for crimes which occur in the sense that lower socio-economic class members are allowed or aided to have a disproportionate amount of negative experiences? Thus, a favorable personal situation for crime is created.

(5) Is society (or its members) partially responsible for recidivism in that it fails in combating negative experiences of offenders? Is the focus of the crime a cry for help that goes unanswered?

Future Research

Researchers have studied negative-positive experiences and have used the term negative-positive or bitter-sweet to refer to experiences that have appeared negative at the moment of experiencing but have had positive results

ultimately (Lynch, 1968; Duncan, 1970). Some of the experiences in the present study would probably have been classified as negative-positive rather than negative if that had been within the focus of the study. (See the two examples of negative experiences with self in Appendix L for possible examples of negative-positive experiences.) Research is needed examining the relationships to behavior of negative-negative and negative-positive experiences of female prisoners.

McKenzie (1967) found that persons reporting negative-positive experiences significantly more often reported the availability of a helping person during the experience than did persons reporting negative-negative experiences. Research may determine if experimental conditions can be created to aid in converting negative experiences into negative-positive experiences, and, if so, to determine what effect this has on subsequent behavior. Experimental conditions, in this case, may consist of having a counselor readily available at all times or of having a battery of different kinds of helpers including professionals, para-professionals and specialists for different types of problems.

Investigation of types of experiences occurring at various ages and the subsequent effect upon the individual may help in pinpointing life patterns or crucial stages in the lives of prisoners. This information may then be used in creating or preventing certain types of experiences at certain ages which may be related to criminal behavior or noncriminal behavior in later years.

Data regarding negative experiences focusing on self and focusing on environment were limited in the present study. Thus, further research on negative experiences of female prisoners involving self and environment and the relationship of these experiences to focus of crimes committed is needed.

Although results of the present study did support a relationship between perception of experience and behavior, this type of research appears in its infancy and further study is needed to determine the exact limits of the relationship between perceptions of experiences and behavior.

One aspect which may have bearing upon the relationship between perception of experience and behavior is the intensity of the experience. No effort was made in the present study to judge the degree of intensity of the experiences. This may be an important factor to consider in future research.

APPENDICES

APPENDIX A

Occupational Scale of Hollingshead

and Redlich (1958)

(1) Executives and proprietors of large concerns and major professionals--boards of trustees, presidents, vice-presidents, secretaries, treasurers in large industries, construction, stores, banks, brokerage houses, utilities; lawyers, medical doctors, engineers, architects and Certified Public Accountants in independent practice.

(2) Managers and proprietors of medium-sized businesses and lesser professionals--salaried professionals including professors, clergymen, engineers; managers who execute but do not formulate policy.

(3) Administrative personnel of large concerns, owners of small independent businesses and semi-professionals--section heads in federal, state and local government offices and large business offices; franchised business managers; shop, service and chain store managers.

(4) Owners of little businesses, clerical and sales workers, and technicians--bank tellers, bookkeepers, claims examiners, small family businesses.

(5) Skilled workers--welders, auto body repairers, masons, typographers, seamstresses, chefs.

(6) Semi-skilled workers--factory jobs, clerical, sales, production lines, repairers, wrappers, checkers, receivers.

(7) Unskilled workers--unsteady work, day work, barmaid, blind alley jobs--messengers, stock boys, bus boys, janitors; maids, cleaning women, sorters in laundry; maids in hospitals, scrub women in offices, dishwashers.

APPENDIX B

Educational Scale of Hollingshead

and Redlich (1958)

(1) Graduate professional training

(2) Standard college or university graduation

(3) Partial college training (at least one year)

(4) High school graduation

(5) Partial high school (completed tenth or eleventh grades)

(6) Junior high school (completed seventh to ninth grade)

(7) Less than seven years of school

APPENDIX C

Intense Experience Questionnaire Revised for This Study

All of us have experienced feelings of intense personal pleasure and intense personal suffering.

Take a few moments to think of your most intense experiences, the ones which had the greatest personal impact. Please describe three of these experiences.

Describe your feelings as completely as you can. You may include any details, however intimate or personal they may be. You do not have to sign your name or otherwise identify yourself.

Please describe below one of your most intense experiences.

page two

Please describe below another one of your most intense experiences. (This should not be the same experience discussed on page one.)

page three

Please describe below another one of your most intense experiences. (This experience should not be the same experience discussed on page one or page two.)

APPENDIX D

Ratings and Reliability of Judges for Reliability Test Using Havinghurst and Redlich's (1958) Educational Scale

Educational Level	Number of Experiences Classified by Judges A	B	C	Total
1				
2				
3	1	1	1	3
4				
5	3	3	3	9
6	3	3	3	9
7	1	1	1	3
Totals	8	8	8	24

Disagreements = 0
Agreement = 100%
Reliability = 1.00

APPENDIX E

Rating Sheet for Classification of Crimes

Subjects												
Arrests												
Felonies												
Misdemeanor Convictions												
Probation												
Parole												
Parole Violation												
Escapes												
Juvenile Commitments												
Present Offense												
Previous Convictions												
Addictions												
Self												
Known Other												
Unknown Other												
Environment												

APPENDIX F

Occupational Levels and Educational Levels of Subjects Included in the Study

Educational Levels	1	2	3	4	5	6	7	Total	Total Black & White
1									
2									
3							1B 1W	1B 1W	2
4				1B 1W		3B 3W	3B 3W	7B 7W	14
5						3B 3W	5B 5W	8B 8W	16
6						1B 1W	11B 11W	12B 12W	24
7						2B 2W	1B 1W	3B 3W	6
Total				1B 1W		9B 9W	21B 21W	31B 31W	62
Total B & W				2		18	42	62	

B = Black

W = White

APPENDIX G

Questions Frequently Asked by Inmates and How Answered

Below is a list of questions frequently asked by inmates taking the questionnaire and the standard answers given:

(1) Q. Do these experiences have to be while I was in here (the institution)?

A. No, they could have happened any time during your life as long as they are experiences which seem to have had a great impact on your life.

(2) Q. You mean bad things that happened that put us here?

A. They may be bad or good experiences. Experiences may have something to do with your being here or they may not.

(3) Q. Will you read this and see if it is O.K.?

A. Any experience that you have had that seemed to make a real impression on you or have great impact is O.K.
(I then read the experience and responded, "That's fine. Thank you.")

(4) Q. How will you know who we are?

A. There's a number on the top of your questionnaire by which I can tell who has taken it and who hasn't. No one else can tell what that number means.

(5) Q. Do I have to do this?

A. No, I am not informing the institution who I am asking to take the questionnaire or who decides to answer it. This will not affect your parole or institutional record.

I would appreciate your answering the questionnaire, but you certainly do not have to.

(6) Q. Are people at the institution going to read our questionnaires?

A. No, three students at the university will read them, but they will not know who you are.

(7) Q. Do I put my name on this?

A. No.

(8) Q. Why did you pick me?

A. I'm asking all inmates 30 years old or younger and who have been in the institution two years or less to take the questionnaire.

(9) Q. Can I see the results of the study?

A. Yes, I will send a copy to the Educational Office and you may see it. From that information you will <u>not</u> be able to tell what any one person said.

APPENDIX H

Classification of Experiences

Each experience should be classified as one of the following:

Negative - an experience which at the time of occurrence seemed limiting, non-fulfilling, painful or depressing.

Positive - an experience which at the time of occurrence seemed freeing, fulfilling, elating or felt "good."

Each experience should be classified as one of the following:

Self - an experience which mainly involves the experiencer alone--either physically or emotionally or both. Example: the discovery of one's ability to solve problems.

Other - an experience which mainly involves the experiencer and another person. Example: being loved by another.

Environment - an experience which mainly involves the external world. Example: the experience of a sunset.

Each positive experience should be classified as one of the following:

Conquest of a problem or skill - These are "I've got it!" or "I can do it." or "I've done it!" experiences, a kind of self-experience--a self-discovery, a feeling of not being able to do something and then accomplishing it.

Excitement - an experience which is elating but which does not involve the feeling of accomplishment or mastery as in conquest of a problem or skill. Example: riding in an airplane and observing the city below.

Beauty - feeling of appreciation, wonder or admiration for the beauty of someone or something. Example: a Grecian urn, a sunset, a lovely woman.

Closure or completion - the experience of finishing something, of finally completing something which was a burden, the completion of a long and perhaps, tedious job. Example: the last note of a musical composition.

Earned success or praise - the focus here is upon the experience of working hard or in some way deserving something and achieving what was desired. Example: achieving a long-wanted trophy or a few words of respect from someone in appreciation of your knowledge of Shakespeare.

Human relationship - the experience of caring for or being cared for by another. Example: tending a sick child or feeling loved by a friend.

Suprahuman experience - an experience with a divine being. Example: meeting God.

Each negative experience should be classified as one of the following:

Failure (hopelessness/despair) - These are "I've failed!" or "I can't do it!" or "I'm incapable!" experiences. A feeling or discovering the inability of self.

Sickness-pain - an experience focusing on physical sickness or pain.

Interpersonal - the experience of being neglected, rejected or not cared for by another. Neglecting, rejecting or not caring for another. Example: being deserted by father.

Boredom - to weary by experiencing dullness or tedious iteration. Example: doing factory piece-work for hours and finding it depressing.

Loneliness/alienation - an unpleasant experience of being or feeling separated from others.

Escape/disgust - aversion, avoidance, revulsion.

Violence-hostility - the expression or feeling of anger, hate.

Death - an experience focusing on the death of another person or of a personal encounter with death.

Mystical (supernatural) - an experience with the divine which is frightening, painful or depressing.

Fear - an experience focusing on anxiety, fright, terror which is not included in the above classifications.

Mystical (drug) - an experience going beyond normal awareness which was harmful or frightening and was a result of the use of drugs.

APPENDIX I

Rating Sheet for Experiences

Subject

THREE WAY CLASSIFICATION	Experience (#)											
	Negative											
	Positive											
	Self											
	Other											
	Environment											
SEVEN WAY CLASS. POSITIVE	Conquest											
	Excitement											
	Beauty											
	Completion, Closure											
	Earned Success or Praise											
	Human Relationship											
	Suprahuman											
ELEVEN WAY CLASSIFICATION NEGATIVE	Failure											
	Sickness-pain											
	Interpersonal											
	Boredom											
	Loneliness											
	Escape-disgust											
	Violence-hostility											
	Death											
	Mystical											
	Fear											
	Mystical-drug											

APPENDIX J

Ratings and Agreement of Judges for Reliability Test Classifying Intense Experiences as Negative or Positive

Categories	Number of Experiences Classified by Judges A	B	C	Total
Negative	9	9	9	27
Positive	1	1	1	3
Totals	10	10	10	30

Disagreements = 0

Agreement = 100%

Reliability = 1.00

Ratings and Agreement of Judges Using Landsman's (1961) Three-way Classification of Experiences

Test of Reliability of Three Judges Rating Ten Subjects on Three Categories

Categories	Number of Experiences Classified by Judges A	B	C	Total
Self	0	0	0	0
Other	10	10	10	30
Environment	0	0	0	0
Totals	10	10	10	30

Disagreements = 0

Agreement = 100%

Reliability = 1.00

APPENDIX K

Introduction and Definitions Given Judges for Classification of Crimes

Part II

There have been a number of studies relating such factors as intelligence and personality characteristics to crime committed. These studies have focused on specific crimes, such as forgery, and have tried to define characteristics of the public offenders who commit those crimes. It seems apparent that one forger is like another in the abilities he cultivates and perhaps on other variables too. However, there is some similarity between the forger who signs his father's name and the thief who steals from his friend. In both cases the focus of the crime is on another person whom the offender knows well. In an existential sense, the focus of the crime would constitute a greater similarity than the abilities cultivated to perform the crime; that is, the experiencing of the individual would be a more important linking factor.

Part II of this study focuses on determining whether there is a similarity in the types of human experiences reported and types of crimes committed when crimes are classified according to focus or target of the act. I am interested in answering the following exploratory questions.

Is there a relationship between types of intense experiences reported and types of crimes committed (when classified according to focus)? For example, does a person whose reported intense experiences are rated as negative experiences with self commit types of crimes involving self? Involving others? or involving environment?

Are there differences in patterns of experiences reported by persons classified into different types of crime categories?

To answer these questions the following classification of types of crimes was developed from the Landsman three-way classification of experiences:

Crimes involving self - Crimes in which the primary target or focus is self. Examples: prostitution, crimes related to drug use, crimes related to alcoholism.

Crimes involving known others - Crimes in which the primary target is another person with whom the offender has an established relationship. The person is seen to be an individual rather than an object. Examples: murder or assault of friend, spouse or relative; robbery from an enemy or acquaintance; writing a check on friend.

Crimes involving unknown others - Crimes in which the primary target is a person objectified. This category loses the personalization and individualization of crimes involving known others. Examples: murder or assault involving an unknown victim, stealing credit cards from a stranger and using them.

Crimes involving environment - Crimes in which the focus is upon some object or other part of the non-personal environment. Examples: robbery from a corporation or institution; destruction of public property.

These definitions of categories will serve as operational definitions for this study. An effort is made to interpret the crime according to the subjective experience of the offender, as much as possible. Thus, the definitions are

somewhat phenomenological or existential in nature. No effort is made to classify crimes behaviorally or in congruence with legal definitions.

Judges need to review the following information in the records before making a decision: (1) present sentence and circumstances involved, (2) previous sentences and circumstances involved, (3) drug or alcohol history. The following parts of the record may be reviewed to obtain this information: Verified Criminal History, Official Version of Offense, Inmate's Version of Offense, Classification and Admissions Summary, Medical Report and Pre-Sentence Investigation (if performed). A person will be classified into one of the above categories solely on information obtained from the records. A person will be classified not only according to the crime for which she is presently sentenced, but will be classified according to all crimes recorded in the institutional record. For a person to be classified into a category, a majority of her committed crimes must fall into that category. If a person was addicted to drugs or was alcoholic during the period when a majority of the crimes were committed and if this seems related to the crimes, drug addiction or alcoholism will be considered the prominent factor.

APPENDIX L

Examples of Reported Experiences as Classified by Raters

Examples of reported experiences as classified by raters are included to give the reader a clearer understanding of the categories of the classification systems and to give the reader some insight into the population studied. Spelling or grammatical alterations have not been made in the statements. However, proper names, dates, work and school programs and dormitory letters have been altered to protect identity of subjects. Also, in an effort to protect subjects from identification, no demographic factors are included about the author of the quoted experience. An effort has been made to include an equal number of experiences reported by blacks and by whites.

Three-Way Classification

Negative Experiences With Self:

> When I was a child, I always uses to have a dream of an Indian chasing me with a tomahawk, and I was running through the woods and he would catch me and scalp me and though I should have been dead, I wasn't, I only lied there and pretended to be dead. Then he would runaway and leave me there and then I would wake up. This dream followed me untill I was in my teens and then I quit having the dream but even now I will not walk through a wooded area or anywhere dark alone and I'm terribly frightened of the dark. I think God sometimes sends messages through dreams for untill this day my fear of woods and darkness has not left me and I think this dream became a symbol in my life and maybe for the best.

This "happening" is really a serious of incidents that began with my entrance into prison and ended with realization of myself as me and what I am. When I entered prision I was in the state of mind that was confused, bitter, and in general resented everything--especially myself. I started my stint of time with and act of violence, at asking to be put in maximum security, and an act of disrespect and insubordination which all result in a total of __ days in maximum security and __ days of state time taken away, which moved by day of freedom from [date] to [date]. I can realize how that the way I acted was a way of striking back at myself. I had a tendency to to let my emotions [temper and anger] control me and now although it is very hard I am learning to practice self-control.

Positive Experiences With Self:

Coming to prison. Never thought it would happen to me. Anyone else but not me. It happened. I'm glad I've stopped and reviewed my life up to age __. Complete destruction for me. I was destroying myself and going at it at top speed. I've met beautiful people here. I've learned a lot about me. This experience I would not change if I could. I needed this. Now maybe I can be a better person. I can stop and think and reason with myself. I lost alot by coming to prison. My most important posession (?) my child. I have learned a lesson that I would have over looked. I know that freedom of mind is all important. In a prison or in your own home. To be a peace and at ease with your self is the important thing. I think I'm on my way to knowing me. Who I am. Where I'm going. I hope so. Had I not served time I would still be going at top speed i'm sure. Only what would I be into now?? I'm glad I don't have to live it to find out. Work for peace. ☮

One good thing that happened in my life was when I was [early teens] and I realized that I had the ability to sing. I felt as if I was gifted with this talent and I wanted to use it and let the whole world know that I was gifted with something that I could share with other people's and I know they would appreciate it. I started singing for a Dis-jockey at a teenager-club and later on I started singing in nightclubs and so forth. I really enjoyed this and all I could think of was making a career out of singing.

Negative Experiences With Others:

I started living with my aunt when I was __ years old. I had plenty of clothes and food. She didn't have any children. Just __ step children. Her stepson was in the bed when she came home. She made me get up and do his work. One day, he went to box factory. He told my aunt I had run away in a car load of men. I was sitting on porch. She came home and beat me. She took of all my clothes and beat me. She beat me a long time. She beat me. She tied my feet and beat me a long time. She went to wash clothes and beat me again. She wouldn't even take my word. I was sitting on the porch with an old lady. She wouldn't even ask her about it. So I left home. What hurt was that she wouldn't believe me. I never went back. Then I started staying with a man.

At the age of __ I was sexually molested by a close friend of my father's. He owned a laundry and would personally pick up and deliver our laundry and dry cleaning. He seemed to be very fond of me and my ___ younger brothers particularly me. As he and his wife were in their forties and had no children of their own my parents did not think this odd. When he was at our house I would sit in his lap or hug him. He always brought candy and small gifts for my brothers and my self. One afternoon when both of my parents were working he asked me to come out to the truck to get my candy. In the truck he put his hands inside my shorts and fondled me while he exposed himself to me. I jumped out of the truck and ran inside and locked myself in my bedroom refusing to come out for the maid or my brothers. The maid was concerned and called my mother at work. She came home immediately and when she had coaxed me out of my room, persuaded me to tell her what happened. She called for my father to come home and called the police. My father found the man at a local cocktail lounge and was in the process of beating him when police arrived. To make a long story short at this time I did not have to go to court but I had to make a statement which was an embarassing (terribly) experience. He pled not guilty, but was given a years suspended sentence and told to leave the county. When I was __ the case was brought up again as he had returned and over a period of time had molested and attempted to rape several other women and children. This time I had to testify in court. I was mortified to have to discuss the thing that this man had done to me and to have to do so in front of a court room full of people.

When I was sixteen I became pregnant. I was attending ___ school and this happened during ___ vacation at home. I conceived in ___ so by ___ when I returned to school I knew or rather felt pretty sure that I was. I was afraid to tell my parents, not my mom so much as my father. I was always afraid of him, even over unimportant matters, but for this I knew he would kill me. I was 6 mos. along before the nurse at school guessed what was wrong. The Supt. of the school had me examined by a doctor to verify her diagnosis. My parents were coming down in 2 days for the ___ play in which I had a part. I begged to be allowed to do the play and that they not be told until after. I did not return on the ___ mile trip home with my parents (didn't even see them after they had been told) but remained in the infirmary & returned home on the bus 3 days later. My mom met me at the bus station, told me to pick up my own trunk, "Maybe it will make you lose it." My father did not speak to me & avoided even the room I was in at home. The next day we went to my family doctor who gave my mother the name of an abortionist. All this time I had been thinking I would be sent to a home for unwed mothers. I knew they would be hurt & angry but I never figured on this! My mother drove me to the abortionist, paid him & left me in the office while she waited in the drug store next door. The description of his office will sound like it comes from a cheap paper back novel but it's true. Books & papers, bottles and jars, piled every where, card board boxes stacked in corners, instruments and dirty linen, with an inch coating of dust over all. He put me on the table, selected an instrument that looked like a nutmeat pick, inserted it. I felt a pulling senation in my abdomen & some pain. When he withdrew it, he said "I've broken your water sac. He put some packing in and told me to remove it in 24 hrs. He said I would go into labor in at least 48 hrs. It was two weeks later when I finally did. I had a bad infection & high fever. Of course, I couldn't go to the hospital. The only thing my family doctor would give me for pain was paregoric (anything stronger might stop the labor) which I promptly threw up. I was in labor for 32 hours. I remember my mother crying beside the bed. At the end the doctor was there. My father threw the fetus in a river. They never let me see it.

Positive Experiences With Other:

Another experience was the effect of my meeting ___. For some unknown reason at the first meeting--I knew

this was going to be more than a one nite affair. As it has turned out, the experience gave me more pleasure than I can tell. I always feel that the "buble will break" and I'll again be with no one. He has given me a feeling of belonging to the human race and being a person. I guess the intense feeling I had when I first met him--the exquisite pleasure of meeting this person is one I'll never forget.

Giving birth to my __ year old son is what I would call an intense pleasure. Most people (laides) might call birth intense pain but for me it was different. My water burst around [time and date] and 2 hours later, I still hadn't experienced any pain. So a neighbor drove me __ miles to a hospital and after going through what most women go through before being taken to their rooms, a tray was put before me, and I was told to eat. (while all of this is happening I am actually laughing). [time] that [day] afternoon, I gave birth to a [weight] boy. It was a natural birth, no dope! The pleasure of that last thrust as the baby rushes from your womb is un matchable. I intend to have about eleven more boys to go with this one!

The day I met my Husband he & I both worked at the ____. one day he came walking in to the place and asked me "May I have a cup of coffee." I didn't say anything right then I just looked at him, then I got his coffee and set it down and went on looking at him, he thought I was crazy. but to me it was funny because I had never seen a black man [like him] befor. I was only [early teens] at the time. Anyway after that he would come in every day. I knew I liked him but I could not bring myself to go out with him because he was black & I was white. As time went on I knew I was falling in love with him and I also knew there was nothing I could do about it and by this time he was very much in love with me. but we both knew it could never be. then one day we just had to be with each other we didn't care what people said or thought. We loved each other too much to let anyone stop us. So we ran away to X____ and got married that was [several] years we are still together and still very happy and still very much in love.

Negative Experiences With Environment:

I've been in prison for __ months which is the last & most recent bad experience--I opened my eyes since there were no drugs available here & started to

touch--feel emotion--to see the beauty of existence all aound me. Only its so distorted & abnormal here that I've found it most difficult to adjust--The hates--preduiees--phony masks people are faeed to wear to survive here--This is my first taste of freedom & I find it repulsive--I used drugs to blot out the wars--brother against brother senless murdering of the young & innoeent & here I am slapped in the face with so much ugliness & sensless punishment that I almost think the drug world was a sencible justifieation--I am learning how to cope--aeeept--adjust to all types of unjustices--to faee problems & try to work them out instead of running from myself--Indeed every day is like a hundred--I am amazed & filled with love--eompassion--understanding--I eannot give it here for I become a tool & abused at every turning point. I stand naked with my heart opened toward heaven & pray that I will be guided toward my purpose in this life--That prison will not be a punishment but a learning experienee to be used for my self & others--I cannot learn how to hate but I see it all around me & I feel a slow dying deep inside--I have fought this from happening yet little by little the light fades & the flame flickers--the beauty all around & some-how the walls echo with lost love of human beings--the suffering--so unnecessary--yet I lie dying helpless to stop it--

My name is R___. This the frist experieneed I had it was the first day I left home without knowing where to go and what to do I had know edueation at all. I was young, and foolish, well I was liveing in a plaee call Q____ and the only job I could get was a filed job in the hot sun But I work in the filed for five year and sometime I didn't feel like going, I was siek but I knew that if I did go I would have been out of a job and a place to live with nothing to eat that day But I was pary that so man come by with some money I knew then I wouldn't have to go to work that day beeause I knew just to beat a man out of money This is about all I knew how to do. But I didn't want to live like that But the way I was liveing I think that what started me to drinking and being out on my own just like I say without know education and drinking, will at that time I thought I was on top of the word with just sleeping anywhere I eould and eating what eould cry up on you can put your feel on this it is not my parents Beeause They did everything They could for me but still I made them feel like I didn't wanted to be a thing at all

Positive Experiences With Environment:

> Never will forget when I bought my first car. Id worked hard for that money after school, weekends, etc. and to me it was like a ticket to freedom. I could go when I pleased & where I pleased and be answerable to no one but myself. I suppose this was one of the happiest days of my life, a dream of many years come true! My Dad was very surprised when he came home from work to find a strange car in the drive and I had to show him my Bill of Sale, title & insurance receipt before he really believed me. At this time we really started to understand each other & even more so after I left home. I think if I hadn't gotten that car as I did things would never have been as good between us as they are today.
>
> My last most intense experience when I join the job crop. When I got this letter telling me that I would be leaving S____ the [date] for T____. I was the most happies person It's was the most beauitful place I ever seen. I never saw so many people in my whole life before until I went to T____. And the population in T____ are not to large, this place really remaine me of it all the time. To me it seem like I was in college, my reason for going was to become a [vocational training]. And I enjoy every day of it and wish the I could go back soon.

Seven-Way Classification for Positive Experiences

Conquest of a Problem or Skill:

> Even coming to prison I don't feel like my life was ending--just beginning--being away from home for the 1st time. At first it was miserable but at least we know what our family feels about us. Being here I experienced a lot of things about a lot of different experiences--value of education, how to accept different people. You learn to do a lot of art--crocheting & knitting & how valuable things is which you never thought about in the streets.

Excitement:

> My most intense experience when I first learn how to shoplift. I wanted the items very badly and did have enough money to pay for all of it, so one of my friend who know how to shoplift shown me what to

do. But I know I was to frighten to do it so I try it after all and did good for the first time. After that I keep up the good work, but knowing what would happen if the bus man cateh. Every now and then I would start shaking over all over, my heart beat a little faster and firght to walk out the stores.

I was a child of eight and very active. I loved to skate so P____ had a contest for every girl who wanted to take an active part in. I was so excited. I remember getting dressed & fixing my skating skirt. I even put make up on X___, put this pink like cream on my legs, I fixed my hair and we were off to the big building on the Sec floor we entered the room for the girls who would be taking part in the contest. We were then shown where to sit and left to finish the rest. As I put on my skates I could feel the excitement of the other little girls then M____ said--Y____ I am afraid their are so many people. At this I took her hand for she was two years my younger & off on the floor we went this was warm up. We did a number of twist & turns jumps & leg lifts all this time we were being judged. right on one of my turn arounds I slip & fell. Boy was I embarised. Well, I got up Bowed & went to my seat M____ was better now. They called for the parterns dance. its where you choose a person to dance on skat's with. I choose one of the guys near the center--he was a judge but I didn't know it till after wards. I won the award & got to go to P____ for the greatest show on ice. The dance I did was the "paeker".

Beauty:

The most intense and meaningful experience to me was the birth of my second child. I had my first son when I was ___ and had been put to sleep. My second son was borned a year later. As I lay in the hospital I wanted to see my child being born and I refused any shots to ease the pain. In the delivery room there is a mirror on the ceiling. As I wateh my son being borned, I was so ingrossed in witnessing a mircile of life than the pain was secondary. I think of this quite often as I had never had the same feeling that I experience that day. I felt that I was the most lucky woman in the world. I had two other children by natural birth. This is a mircle of God and as I look at my children today I thank God for being able to do this one thing.

This was something I did on my own, with out help from any one. To me there is no greater miricle in the world. There are not enough verbs in the English language to describe my emotions during the few minutes of their birth.

When I gave birth to my children ages __ & __. It was something I can never express in words. Their first cry--tooth, step--word are abstractions. To be able to feel another human living inside of you is marvelous.

Completion or Closure:

No reported experiences were classified in this category.

Earned Success or Praise:

As for a pleasant experience, my most experience in life happened to me here! And that was the passing of my G.E.D. I have never had anything really pleasant happen to me, and when I was informed of my passing, I was happier than I have ever really been. This made me really look at myself and I felt that I could maybe still be somebody decent & respectable. I got into the [vocational training] program, and by somebody else's mistake I was kicked out, this put me in the old bag again for a while, but being older & a little wiser I pulled myself out again, because I am young & determined and one way or another I am gonna try to save enough money out there to take [vocational training].

At the present time I belong to the state. In __ more months I'll be here __ years. And these __ years have made all the difference on my future. I haven't wasted not one second of my stay. I've tried to get inside of me. And I've accomplished it. At last I know who I am and what I want. And I'm happy. I'm happy cause its all over. Now I'm busy working out my plan for the future. Do you beleve in fate and destiny? I do. And there's no changing it. What will be will be. Of course some fall harder than others. But so long as we can gain from our experiences whether they be good or bad. Then so what, So what if it was a bad experience at the end you come out a winner. Some people never find themselves. They go through life searching and I pity them. they don't have the guts. to rebel to yell out Help me I'm looking for something.

And so they live their lives, they die. Without ever finding what I've found. Yes at last after all my battles, heartaches, Joy. I'm HAPPY.

Human Relationship:

That day in court room when the man said to My, __ years. there was something in my Mothers eyes that I'll never forget her eyes got red and she began to cry. but it was more than just the water in her eyes it was something else, something I cant explain. I guess it was just the thought of her only daughter going to person for five years. She just couldn't believe it. I suppose the reason this upset me so much is because I love my mother so much and I believe with all my heart she is the only one in this world that really loves me. I don't write to well but I hope you can read this and I hope it will help you.

All three of my experiences have happened since I've been in jail & prison. This last one, though is a happiness thing. I never expected to see a man in prison, yet alone go to school with one & talk to one. I started [school program] in [month]. It's a co-ed class & I was really excited in a childish way because "I was going to see & talk to a man for the first time in a year." Like it was a really big thing. I met Z____. He's an inmate at the [prison]. I'm happy I met him. At first we couldn't talk. Really. I couldn't think of a thing to say. Eventually we felt more at home & less embarrassed. Now we have a really fantastic relationship. Copesetic, together, level. We both know where the other is coming from. He has helped me to forget a lot of the bad things that happened to me. Maybe not forget completely, but at least they're in the back of my mind & will stay there unless something really drastic happens to me. He's a beautiful person & we hope to meet in the outside world & see if our attraction to each other is the real thing. If it is we'll work from there. But for right now, I'm really filled with happiness. He's helped me mentally & emotionally with this time. I feel the way all pretty things should make you feel, content, satisfied, like I can really make it, knowing there are some good to the heart & soul type of people left in the world. You might be interested in a quote that I practically live by. It's by Hakil Gilkran "They

may chain our hands & shackle our feet; but they may never enslave our thoughts, for they are free." He's a beautiful man with a lot of wisdom. So maybe I'll make it.

Suprahuman:

When I was around [early teens] years old I start living for Jesus. The things that I do now I wasn't doing it when I was living for Jesus. Look like every thing that I worrid about Jesus would put it to and end. I also sing in a choir and went from places to places singing for Jesus that was the biggest experience of my life. Living for Jesus, Talking about Jesus, Praying to Jesus, Singing to Jesus. Doing all the things that I could do to make me and my Jesus happy. I was very close to Jesus and I also understand him very very much and Jesus was always there right be side me. He took care all a my daily needs. Now I am not living for Jesus but One day I hope that I will be living for Jesus again. Because that is the best time of your life.

The first time I took acid (LSD) was a very happy experience. More than happy, but rather satisfying. The physical surroundings were very beautiful and relaxing. My "old man" and I were together in a woods overlooking a lake on a fall day in M____. What I experienced was of a very tranquill nature, a deep introspection into myself and an ability to communicate further than words allow with my boy-friend I was able to penetrate further into my own mind that I ever had which was a very enjoyable experience. I do not mean enjoyable in the respect of laughing at an amusing joke but in the sense of gaining insight to my motives and direction. It was a wonderful, serenely fulfilling, shared experience.

Eleven-Way Classification for Negative Experiences

Failure:

Still at the age of [midteens] just after I got home from the Hosp. I found out I was pregnant. My daughter is __ yr old and a Beauitful Girl. When I found this out I was looked on as a whore, tramp-- and many other things. And of course I felt this way. My parents told me I would have to choose between one of two things. To Keep the Baby and

Bring it up to be my daughter no more friends, Dates or school. Or they would adopte her and I would return to school. And Try to get back some self respect. Well I took the second. As for my feelings they are hard to discribe hate, love, understanding, pity, compassiong, and sorry. Sorry I wouldn't take on the responsibile of being a Mother. And sorry I brought a baby into this Hell-Whole-of a world--and me for its Mother.

I ran from here at [prison] and it was hard work getting over thoes fences but I made it. I went about __ mile into the woods and laid down and fell asleep there. When I woke up a big dog was laying his head on my arm sleeping. I tried not to awaken him but he awoke and he bared his teeth the men came and locked me up. So her I am again I hope this is some thing you wanted I dout if you get any thing out of it I've been running all my life.

I was up here in [19__] and they found out I didn't do it, but I had done made the time.

Sickness-Pain:

When I was [early twenties] I had four small children whom I loved very much and a very unhappy marriage. I was very run down physically & mentally. I went to the doctor for a check up two days before my birthday. They run a lot of test and the day of my birthday they called me to come back to the office. The test had found that I had cancer. I had known older people who had cancer but I never dreamed that any thing like this would ever happen to me. I went in to sugury the same day. I had let my self go to long and had to have sugury 3 times within a __ period. I was not fully concious of exactly what was happening until one night I came to and my brothers an mother & father & minister were all standing around my bed. My husband had also been called. My mother & father & brothers were all crying and I knew I was going to die. My husband came in to the room and the only thing he told me was and I quote "hurry up and die where I can get back to work." I decided right then and there I was going to live. I had been at the point of wheither it didn't make much difference whethra I did live or died. I guess it must have been the prayers of my family because by the next morning I had stopped hemorging and my tempature was up

to almost normal. I improved so much I was released from the hospital in nine weeks. I went home to my children with the knowldge that life can't be planned ahead and I was going to live each day at a time and make the most of it. To this day I refuse to let any thing or any one depress me. Because each morning when I wake up and see the sun I thank God that I am alive one more day. and I intend to make the most of it wheither I am at home or for now, incarated. This experience has left me with a peace of mind that I wish more people could understand. I have come to realize that I am one of the most fortunate girls in the world. I have a wonderful set of parents, four beautiful children and four wonderful brothers. So you can see why I thank God for each day as it comes Because I almost lost it all with out Knowing what life was really all about.

I hate my mother's handicap. She paralyzed all way down--left side. She had a stroke.

Interpersonal:

I have an older sister by my mother--our fathers aren't the same. My sister is much prettier than I am also she is very light complexed. When we were growing up she told me once during a very heated argument that I was (if you will excuse the word) a black nigger and that she was white. This argument has pressed on my mind for years. I asked my mother why was my sister lighter and if what she had said was true. My mother told me no. This rash statement made by my sister kept me guessing for years about color--I almost became prejudiced toward her and every one else lighter than myself. Today I am very subconscious about my color.

Standing in the judge's chambers and being sentenced. It was not the fact of receiving time for committing a particular crime but rather the lecture which accompanied the sentencing. The judge's remarks were totally irrelevant to the crime which I was convicted of. At my P.S.I. interview I had decided to be truthful and reply with honestly felt answers to the various questions. Among the questions were what were my views of marriage and why wasn't I legally married to the man I was living with. When the judge pronounced sentence for my charge of [theft] he nearly totally devoted his "speech" to my lack of marriage making use of such appropriate phrases as "living in sin" immoral, indecent behavior,

etc. He construed my remark that I felt marijuana sould be legalized into a highly revolutionary, overturn society action. All of his remarks seemed at the time to have no bearing on what he was actually suppose to be concerned with. I still believe they were irrelevant and decidely prejudiced. The outcome of this was to horrify me at what truth what produce and the obscene way in which our courts work. I feel certain that I was given maximum sentence for my crime on a basis of intellectually and morally disagreeing with the social judge. I feel equally certain that had I given the responses which agreed with the court's thinking I would not have been given the time I was. What has happened to truth, honesty and the right to think what you please? Perhaps I was niave (?) but I am now terribly dissolutioned.

When I was 5 my father came home drunk one night. My mother was at work. I was sleeping in Mom's bed. My father crawled in bed with me. He started feeling my body and kissing me all over. I was awake but to scare to move. he then raped me. The feelings of fear, pain, hate I felt are the first of any that I can ever remember. Every since then I have hated my father so much I often planned to kill him. The feeling of hate has dies now, but the fear is still there. Even now, because of that experience, I get uptight when sex is involved with my life.

Boredom:

No reported experiences were classified in this category.

Loneliness/Alienation:

I remember waking up one morning. I don't know how old I was. It was as if I was just born, but I remember the sorrow & hurt, confussion, & helplessness. Remember asking in my mind, "Why. Why did it happen to me?" I remembering realizing that I was alone, my brothers & sisters taken away from me. My mother gone, dad always drunk. I felt so hopeless, so alone, I remember crying & crying & crying. It was the worst feeling of lonelyness I have ever experienced. I get lonely now sometimes, but I have never felt that strange strong lonelyness again. It was like I was empty in side I don't know, but like I was watching myself being lonely.

I guess one of my most intense experiences was when I realized that people really didn't care no matter who you were or what you were. I've tried many times to reach out for help and was rejeeted. Perhaps in my bumbling way I went about it wrong. Until the time I went to Z____. I didn't realize that there are some people who do care although they are far and few between.

Last weekend I was locked in flat top for __ hours for no reason at all. I was at recreation when the guard came for me. On the way to the office I asked him had I done something & he answered with "I don't know, have you?" Thus far in the institution I have a perfect reeord. So I really couldn't imagine what was happening. When we got to the offiee he told me he was locking me up in administrative Segregation for investigation. When I asked what I was being investigated for he said he didn't know. I was taken down to flat top, put in a cell alone. If you can imagine what it's like being in solitaire. I am supposed to see[parole board] in [date], and I was just moved to roomside in my dorm, whieh is a priviledge. I was in despair. I thought I had lost everything and was about to give up all hope of getting out of here until [date] which is my expiration date. And on top of all that, I didn't know what I had done. I didn't know what to do or what to think & I felt as thought I was being perseeuted. I can imagine how prisoners must feel on death row. I felt lost as if I had no one to turn to. I never realized just how many friends I had; how many people who really cared about me & what happened to me. Several people spoke with Major Henderson and he let me out. I had been accused of saying something about an offieial which I didn't say. Several of my friends cried when I got home, I cried too. So many people told me how they went to different officials & tried to help me. There is no word for the kind of gratitude I feel for these people. I couldn't even say thank you. After this experienee I have an attitude. I feel as though I am being watched eonstantly. I feel as though I was treated entirely unfair, but as an inmate I cannot say anything. So I'm going to stick it out until I go home. When I go home, I'll be able to forget part of it, but at least I won't have to worry about being locked up for nothing.

I reckon the most intense experience with lasting effeets was my mother's passionate immediate and continued rejection and abuse of me. At first this

really hurt me deeply because I could not understand why she felt this way toward me but in the past few years since she & I both left home. (She left when I was __ and I left when I was __. It seemed so cruel and unfair of her to treat me as she did. (bouncing me of the fridgerator door and knocking me down for no apparent reason and punishing me for so many things I never did.) She worked me hard and threw "temper tantrums" whenever I wanted to have any fun. I wondered then why no one ever interceded on my behalf but I know now that it was best that no one did for she'd have only made my childhood harder for me. At one time I hated her, now I only pity her. She's been very sick both mentally & physically (terminal cancer) so as the saying goes--one reaps what he sows. This struck me at a time when I was hospitalized--soon after I learned she had cancer.

Escape/Disgust:

I was [teenager] years old and in a motercycle accident. I had a very bad head injury, lost temp sight from my left eye and broke my leg. I stayed in intensive care for over a month. When they told me I might never see out of my eye again and my leg would never heal the proper way. I went into a state of deep depression and self distruction. I tryed to kill myself so I would not be so hidious to look at. I'm not by any means pretty. But I do have my good points. No Body likes a Person with handicaps. So as not to be a burdon I would just eliminate myself. But, I'm glad I didn't Because I have gotten my eye sight back, and bearly walk with a limp.

Another one of my intense experiences was when I was interduced to homosexuality at first it was shocking to know that my best friend was a homo. I didn't think nothing about it because we both mostly wore pants all the time and wore our hair in an African bush and it didn't seem strange to me until we went to this party one night and we all was doing up drugs and I got sick and had to go to the bath room I had to pass through the bedroom to get there and there she was laying there with this woman and they was making out like mad and I just couldn't dig it like what kind of kick were they getting and how could this be and after we left the party a few days later I ask her about it and she explained it to me I didn't want to be around her anymore but then I got used to it and I always

say now don't knock what you don't know but I still think about it and she tells me now I sould try it but I'm afraid and it worries me that I might like it.

Violence-Hostility:

I was in Q____ a few years ago and I had been out having a good time I was on my way to my apartment about 2: oclock one morning: and some guys pulled up in a car "some of the guys I had seen around: so they asked if I wanted a ride so after I knew one or two of them I accepted: as it turned out I didn't know them as well as I thought I did' they carried me to the woods' and there the five of them was going to rape me they have beat me and was tearing my clothes off me" when I cried out oh please don't kill my baby." I cried out that I was loosing my baby" I unerated on myself and after seeing this they got scared and pushed me out of the car and left: I knew I could have had them arrested but I didn't" I couldn't stand the shame and disgrace: so I packed my clothes and the flowing morning I left town.

When I was __ years of age, I was separated from my first husband and my oldest son and I were stayed with my mom and step-father. My son was 10 months old at the time and he was the reason I did not physically hurt my step-father. I was afraid that if I did not kill my step-father and only hurt him, he would avenge himself by killing us all and I did not want to have my baby involved in this. This particular morning that I am relating began at 6:00 a.m. My mother came flying into my bedroom with left side of her face laid open, a tooth hanging percariously from her gums and two lodged in the roof of her mouth. She was bleeding profusely and crying hysterically. I love my mother possessively as well as naturally and I cannot describe even today the hatred, fear and pity I felt all together when I finally understood her to say that my step-father had done this to her.

Then after __ years in X____ we my Famly came back to X____ and then I went to my common in-law husbands house and got my __ year old son from him, by the way I have __ children by my common in law husband. And then after a while my Son begain stealing money from me, also taking candy from Store. And this not the whole Story. I talked to him but

he wouldn't stop. Then starting beating him for it. The woman upstairs called the police when I beat him one day. She wouldn't ask me why and just called them. Police taken him to hospital. He told lies about me like I wouldn't feed him for three mouths. So they took me to jail. They thought I was trying to kill him--that's why I'm here now. My children can't live with me and steal.

On my eighth birthday I took it upon myself to have a birthday party. I had invited some of my girl friends from school to the apartment my family was living in at the time without telling the man that my mother was living with. I knew that he was not supposed to be at home. When we arrived from school I got out the cake and ice cream and cold drinks and we were having a nice time. This man my mother was living with came home drunk and told my friends to leave--then he beat me very badly. I was so disgraced and so bruised I couldn't go back to school for almost two weeks. When I was well I ran away from home. I went to live with my grandparents because I felt that my mother didn't care anything about me since she didn't even try to stop him. I never went back home to stay.

Death:

When I was twenty-one my father died of a heart attack. My step-mother phoned me this news from another state. I felt like a rock was pushing against my chest and I felt the need for air. I ran down the street gasping for breath. I didn't cry at the moment, too many thoughts and scenes kept racing through my mind. I could not organize my thoughts. I wanted someone to hold me and comfort me, let me cry and sob. I had no one to be that close with me so I suffered inside. I didn't even cry until 3 days later. I've felt guilty about this ever since.

A very bad experience of mine was when I committed my crime. I was fighting with my husband when the next think I knew I was alive and he was dead I knew nothing about the first two shots. But I barely heard the third shot. And I reported that I had killed him. And I turned my self in. Which I'll never forget and don't want to remember but I know I'll never for get this bad experience.

Another experience is being with a person when thir are about to die. My Mother had terminal cancer and very pain fall to her and myself and the rest. I use to take care my mother we use to take care of her whon. I had a change the pad's and wash the cancer. She lost complete use of her right arm. One afternoon after I changed the pad's and I had to wash it I alway lift the arm so I can clean the whon. I happened to lift the arm and when I did the whole said of her was torn open it bleed and I cryed and she did to but thir was noting elose we could do about so as I sit thir after it was over by my mother side 6:00 that morning my mother passed. I kissed her and closed her eyes and my grandmother put the sheet over her head. When the abalance pulled up I felt very lost and emty inside and a part of me had died.

Another horrid experiences I have had was when I was about nine years old. My very best friend and I were walking home from school. I stopped to go in a corner store for some candy. She waited outside. When I cam out of the store I saw her lying in the streets with her head mashed flat. A big truck had run over her and did not even stop. When they did find the man who did it he said he didn't even know that he had run over her. No one had ever died who was that close to me. And I had never been so hurt before.

Mystical (Supernatural):

A week had gone by & I had been deep in the scriptures. I was skip reading in the New Testament. I got to heavy in it that I said a pray for the man in Bondage (Co -- tite) It said you pray to see my face and I'll pray to see yours so you will know your faith is renewed. I fell asleep while I was praying. I don't know how long I had been asleep when I woke up I felted as if I had been asleep for hours. When I opened my eyes I saw a man. I just layed their & stared. I wasn't afraid. Then I checked him out--he had Black shoes--Dark Blue Pants With Pleats (4) in the Frount. A short sleave shirt--white. he combed his hair straight back--his face feactures projecting. Dominated by a big nose he was about forty and carried himself well. I don't know how long I watched him. When all of a sudden fear seased me. I called my husband--he didn't answer. So I shook him. He wanted to know why I was wakeing him up I said Their is a man in

here. He looked around and said man your kidding Go to sleep I told him their was to He said where did you see him at? I pointed about two feet that way by the sewing machanry. he slap me and said wake up you are haveing a bad dream or a night maire. Then I got upset & cryed I said I am awake & have been. He held me in his arms and comforted me for a few min. Then he said I want you to tell me you were only dreaming & take a look over their & tell me if you see any one or not. I agreed to do as he had ask. I was still in his arms when I looked over my shoulder to see if he was still their I look & their he was--this time he raise his arm and pointed to the window. Before I could speak my husband had leaped off of the bed and fliped the light on. He said "I don't know what you see for I can't see it. but I know he is here". At this I just sat and looked at my husband when he had flipped the light on the man had left. I told him to turn it off again to see if I could see him their when he did turn off the light the man wasn't their--well I didn't think much of it until the next day. Why had he come was it because during medatation I was honest and so heavy that my sub mind had taken over or was it really the man in bondage. it wasn't a dream because I was awake then as I am now--more so because I have no answer as to this and neater does anyone else. One might think I was nuts but their has to be a reason or does their? if a person doesn't understand some thing they lable it as unreal--not possible--I saying like this I believe the mind is the door to understanding but for fear of ingorance people aren't able to opean it & understand it contents--we only use 1/3 of our brain what about the other 2/3's? ????

Fear:

The day I was arrested on the charge that now has me in prison I knew would eventually happen. Somehow I felt it coming & no matter how hard I fought it I "knew" I was going to prison. The greatest terror I've ever experienced came about before my arrest. My whole body was screaming & tearing itself into shreds. My head felt like a vise was on it, crushing me. I turned numb with relief after I was finally arrested. For some reason my mind stopped like this was the complete end. I don't remember starting to function properly for about a week.

The next one I feel is my first experience with love & sex. First let me say I was bought up in a rather unpleasant home, except for the love of my mother I don't believe I would have made it thus far. When I was young something happened to me, which was so horrible until I dont care to put it on this paper, but I will say, as a result of this I never have and never will be able to really love any "man" sexually. All my life I have wanted and loved kids, but I have this fear within me, when ever sex is mentioned or desired by a guy whom I am friends with. I know you want want definite facts and details, but this is something which I really havent ever felt free to discuss or even write about.

Me & my son, my daughter & little sister in law went to the friends of mine house because my brother was in jail. We started to leave & I got all the kids in the car & told them to make sure all the doors was shut because this time they all wanted to ride in the front. My little sister in law didn't quite get the door shut and my son being the little man he wanted to ride on the outside & when I went to back out of the driveway to get on to the road the door came open & he fell out. When I got the car stopped & got out to him & got him up you could see the tire marks on his side. As far as I got was picking him up & I couldn't move a step. My friends had to come pry him out of my arms to see that he was really all right. And thank God he was. I guess that's one that he'll never forget & I'll never forget. He wasn't quite 3 years old.

Mystical Drug:

I was about twenty-two and I had been taking L.S.D. (lisurgic acid) off and on for the past three years when I came to a horrifying realization (through my trips with acid). Venturing to guess my acid trips at two hundred at this time, I suddenly, with out any doubts in my mind felt that life and everything involved in living was futile. I had floated out to sea and knew this was the beginning and the end. There was no "reason" for anything, birth, living or death. Everything and everyone ends the same, in death. This I believe now was my self destruction or death wish. I had nothing to say to any one because all I felt was shock which turned into a cynical laughter at the world. Eventually the only thing that opened my eyes was a spark of humanity somewhere deep in my conscious.

BIBLIOGRAPHY

Allport, G. W. The use of personal documents in psychological science (Bulletin 49). New York: Social Science Research Council, 1942.

Baggett, Rosa Lavada. Behaviors that communicate understanding as evaluated by teenagers. Doctoral dissertation, University of Florida, 1967.

Benney, Mark, Riesman, David and Star, Shirley A. Age and sex in the interview. American Journal of Sociology, 1956, 62 (2), 143-152.

Blouch, Herbert A. and Geis, Gilbert. Man, crime, and society. New York: Random House, Inc., 1962.

Blouch, Richard George. Opening and closing interpersonal experiences during the elementary school years. Doctoral dissertation. University of Florida, 1969.

Bonger, William Adrian. Race and crime. Trans. Margaret Mathews Hordyk. New York: Columbia University Press, 1943.

Bonner, H. On being mindful of man. Boston: Houghton Mifflin, 1965.

Bugental, J. F. T. Humanistic psychology: a new breakthrough. In Frank T. Severin (Ed.). Humanistic viewpoints in psychology. New York: McGraw-Hill Book Company, 1965.

Bugental, J. F. T. Challenges in humanistic psychology. New York: McGraw-Hill Book Company, 1967.

Cantril, Hadley. Gauging public opinion. London: Princeton University Press, 1944.

Cohen, Julius. Parental authority. New Brunswick: Rutgers University Press, 1958.

Combs, A. W. and Snygg, D. Individual behavior: a perceptual approach to behavior. New York: Harper, 1959.

Cormier, Bruno M. Ego function and criminality. Canadian Journal of Correction, 1961, 3 (1), 51-53.

Cressey, Donald R. Other people's money. Glencoe, Illinois: The Free Press, 1953.

Cronbach, Lee J. Essentials of psychological testing. New York: Harper and Brothers, 1960.

Dewey, John. Democracy and education: an introduction to the philosophy of education. New York: The Macmillan Company, 1916.

Dhanagare, D. N. On Sutherland's theory of "differential association." Journal of Social Sciences, 1963, 3 (2), 31-39.

Dressler, David. Readings in criminology and penology. New York: Columbia University Press, 1964.

Duncan, Clarence W. A comparison of certain experiences by life stages of selected groups of self-actualized, modal, and low-functioning college students. Doctoral dissertation, University of Florida, 1970.

Fisher, Bradley. Self-exploration experience in death encounter. Doctoral dissertation, University of Florida, 1968.

Florita, Giorgio. Enquiry into the causes of crime. Journal of Criminal Law, Criminology, and Police Science, 1953, 44, 1-16.

Forslund, Morris A. A comparison of negro and white crime rates. Journal of Criminal Law, Criminology and Police Science, 1970, 61 (2), 214-217.

Fuerst, Robert E. Turning-point experiences. Doctoral dissertation, University of Florida, 1965.

Gendlin, E. T. Experiencing the creation of meaning. Glencoe, Illinois: The Free Press, 1962.

Giannell, A. Stephen. Giannell's criminosynthesis theory applied to female homosexuality. Journal of Psychology, 1966, 64, 213-222.

Gibbons, Don C. and Garriety, Donald L. Some suggestions for the development of etiological and treatment theory in criminology. Social Forces, 1959, 38, 51-58.

Glueck, Sheldon. A critical look at differential association theory. In David Dressler (Ed.). Readings in criminology and penology. New York: Columbia University Press, 1964.

Green, Edward. Inter- and intra-racial crime relative to sentencing. Journal of Criminal Law, Criminology and Police Science, 1964, 55 (3), 348-358.

Hayes, Edward Daniel. A comparative study of the manhood experiences of black and white young adult males. Doctoral dissertation, University of Florida, 1970.

Hollingshead, August de Belmont and Redlich, Fredrick C. Social class and mental illness: a community study. New York: Wiley and Sons, 1958.

Hyman, Herbert H., Cobb, William J., Feldman, Jacob J., Hart, Clyde W. and Stember, Charles Herbert. Interviewing in social research. Chicago: University of Chicago Press, 1954.

Jones, R. W., Allen, R. M. and Haupt, T. D. Analysis of nadir experiences reported by college students. Journal of Clinical Psychology, 1964, 20 (3), 347-350.

Katz, Daniel. Do interviewers bias polls? Public Opinion Quarterly, 1942, 6, 248-268.

Landsman, Theodore. Human experience and human relationship. In Sidney Jourard (Ed.). Personality theory and counseling practice. Gainesville, Florida: Materials Diffusion Project, University of Florida, 1961.

Landsman, Theodore. One's best self. Paper presented at the annual meeting of the American Psychological Association, New York, 1966.

Landsman, Theodore. Positive experience and the beautiful person. Presidential address. Southeastern Psychological Association, April 5, 1968.

Laski, Marghanita. Ecstasy: a study of some secular and religious experiences. Bloomington: Indiana University Press, 1960.

Leach, Dorothy. Meaning and correlates of peak experience. Doctoral dissertation, University of Florida, 1962.

Lemert, Edwin M. An isolation and closure theory of naive check forgery. In David Dressler (Ed.). Readings in criminology and penology. New York: Columbia University Press, 1964.

Lord, Edith. Experimentally induced variations on Rorschach performance. Psychological Monographs, 1950, 64 (10, Whole No. 316).

Lynch, Stanley. Intense human experience: its relationship to openness and self concept. Doctoral dissertation, University of Florida, 1968.

Mannheim, Hermann. Comparative criminology. Boston: Houghton Mifflin Company, 1965.

Margoohes, A. and Litt, S. Vivid experiences: peak and nadir. Journal of Clinical Psychology, 1966, 22 (2), 175.

Maslow, Abraham. Toward a psychology of being. Princeton, New Jersey: C. Van Nostrand, 1962.

May, Rollo (Ed.). Existential psychology. New York: Random House, 1961.

McKenzie, Donald H. Two kinds of extreme negative human experiences. Doctoral dissertation, University of Florida, 1967.

Mendenhall, William. Introduction to statistics. Belmont, California: Wadsworth, 1964.

Merrill, Charles. The experience of being confirmed: its relationship to self-exploration and self-concept. Doctoral dissertation, University of Florida, 1968.

Moses, Earl R. Differentials in crime rates between negroes and whites on comparisons of four socio-economically equated areas. American Sociological Review, 1947, 12, 411-420.

Murdy, William George (Jr.). The effect of positive and negative administrations on intelligence test performance. Doctoral dissertation, University of Florida, 1962.

Neel, John H. The discrepance, a measure of interjudge reliability. Paper presented at AERA Convention, Minneapolis, 1970.

Pollack, Otto. The criminality of women. Philadelphia: University of Pennsylvania Press, 1950.

Privette, Patricia. Factors associated with functioning which transcends modal behavior. Doctoral dissertation, University of Florida, 1964.

Puttick, Winston Hugh. A factor analytic study of positive modes of experiencing and behaving in a teacher college population. Doctoral dissertation, University of Florida, 1964.

Robinson, Duane and Rhode, Sylvia. Two experiments with an anti-semitism poll. Journal of Abnormal and Social Psychology, 1946, 41 (2), 136-144.

Rogers, Carl. On becoming a person: a therapist's view of psychotherapy. Boston: Houghton-Mifflin, 1961.

Sartre, J. P. Sketch for a theory of the emotions. London: Methuen and Company, Ltd., 1962.

Scott, William A. Reliability of content analysis. The case of nominal scale coding. Public Opinion Quarterly, 1955, 19, 321-325.

Sheatsley, Paul. Interviewer characteristics and performance. International Journal of Opinion and Attitude Research, 1951, 6 (2), 191-220.

Siegel, Sidney. Nonparametric statistics for the behavioral sciences. New York: McGraw-Hill Book Company, 1956.

Slovenko, Ralph. Crime, law and corrections. Springfield: Charles C. Thomas, 1966.

Sutherland, Edwin H. Principles of criminology. Chicago: J. B. Lippincott Company, 1947.

Sutherland, Edwin H. The professional thief. In David Dressler (Ed.). Readings in criminology and penology. New York: Columbia University Press, 1964.

Taft, Donald R. Criminology. New York: The Macmillan Company, 1956.

Tappan, Paul W. Florita's enquiry into the causes of crime. Journal of Criminal Law, Criminology and Police Science, 1953, 44, 17-21.

Thorne, F. C. The clinical use of peak and nadir experience reports. Journal of Clinical Psychology, 1963, 19 (2), 248-250.

United States Federal Bureau of Investigation. Uniform crime reports for the United States and its possessions. Washington: Government Printing Office, 1960.

Von Hentig, Hans. The criminal and his victim: studies in the sociobiology of crime. New Haven: Yale University Press, 1948.

BIOGRAPHICAL SKETCH

Stella Mae Smith was born November 24, 1945, in Charleston, South Carolina. She lived in Mississippi and in South Carolina during childhood years.

After graduating from Gordon H. Garrett High School in Charleston in 1963, she entered Winthrop College in Rock Hill, South Carolina. In May 1966, she graduated from Winthrop College with general honors, obtaining a B. A. in psychology with collaterals in biology and sociology. She obtained a Master of Education degree from the University of Florida in 1967 in psychological foundations of education. She continued graduate work at the University of Florida and is at present a candidate for the Doctor of Education degree with a major in counselor education.

Mae Smith has worked for the Dorchester County Welfare Department, St. George, South Carolina, 1965, as a casework aide; as a graduate assistant in teaching, research and off-campus housing counselor at the University of Florida, 1967-1970; as a counselor and teacher on the Newgate Project, Federal Youth Center, Ashland, Kentucky, 1969; as a counselor at the Florida Correctional Institution, Lowell, Florida, 1970; and as a counselor and faculty member at the University of Wisconsin, LaCrosse, Wisconsin, 1970 to 1972.

Stella Mae Smith was married to Mr. George F. Klersey, Jr. of Hollywood, Florida on August 21, 1971. Since her marriage she has retained her maiden name.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Theodore Landsman, Chairman
Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Benjamin Barger
Professor of Psychology

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Hal G. Lewis
Professor of Education

This dissertation was submitted to the Dean of the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

June, 1973

Dean, College of Education

Dean, Graduate School